National Centre for Technology in Education
Ionad Náisiúnta don Teicneolaíocht san Oideachas

NCTE PROFESSIONAL DEVELOPMENT

Getting Started with your Laptop & Digital Projector

National Centre for Technology in Education
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Getting Started with your Laptop and Digital Projector

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Please note:

- Screenshots used in this manual may appear different to those on computer screens used by participants. Variations in versions of the software and differing operating systems may be in use.
- The World Wide Web is constantly evolving and content and URLs (Universal Resource Locators – website addresses) change over time. It is possible that the content located at some of the URLs listed throughout the manual may change over time.

Throughout this module, reference may be made to software titles and suppliers of Internet services. These references are made purely to illustrate or expound course content. Any such reference does not imply any endorsement by the NCTE of a product or company. The reader should be aware that typically there are many products and companies providing similar services in areas related to ICT. Participants should be as informed as possible before making decisions on purchases of ICT products or services. Please refer to www.ncte.ie for details of purchasing frameworks available to schools.

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INTRODUCTION

This is a 7.5 hour course, designed by the NCTE, and aimed at equipping primary and post primary teachers with little or no experience of ICT with the basic skills required to effectively use ICT as a teaching and learning tool.

The basic principles covered in this course can be applied to any area of the primary or post primary curriculum.

Time is allocated in each module to discussion on how the skills learnt can be used to enhance teaching and learning, with particular reference to:

- Literacy
- Numeracy
- Special Educational Needs

Traditionally we have thought about literacy as the skills of reading and writing; but today our understanding of literacy encompasses much more than that. Literacy includes the capacity to read, understand and critically appreciate various forms of communication including spoken language, print, broadcast media, and digital media.

(DES 2010 – Better Literacy and Numeracy for Children and Young People)

NCCA ICT Framework

The NCCA ICT Framework provides a guide to teachers for embedding ICT in curriculum and assessment across curriculum subjects to help students become capable learners who are digitally literate in **Areas C, S, T** and **F** of the ICT Framework.

Area C - Exploring the potential of ICT to **create, communicate, and collaborate** to organise and produce information.

Area S - Developing a critical appreciation of the role of ICT in society and habits which reflect **ethical and responsible use of ICT.**

Area T - Using ICT for **thinking and learning** including managing enquiry, assessing information, solving problems, and expressing ideas across a range of curriculum areas.

Area F - Understanding and applying knowledge of the **functions of ICT** including safe practice, maintenance and ergonomics.

While the skills taught in this course are aimed at teachers, it is assumed that students will play an active role in engaging with these ICT technologies. There are three progressive levels of learning in the ICT Framework, from Junior Infants to Junior Certificate. Open www.action.ncca.ie/en/ict-framework/opportunities to see the **Demonstrations of Learning** for the level you teach.

The NCTE provides a wide range of supports to schools in the area of ICT integration. When you have completed this course, take some time to explore the NCTE website (www.ncte.ie), especially the videos contained in the Good Practice section, to see how some teachers are integrating ICT in their own classrooms.

Please note that this NCTE course manual contains some additional content which your course tutor may not have time to cover as part of the 3 module course. It is intended that course tutors will prioritise the basic skills required for you to use ICT as a teaching and learning tool. The manual should provide you with a step-by-step guide to enable you to reinforce these skills when you are back in the classroom, as well as providing you with additional content and information which may be of use to you in the future

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MODULE 1

CREATING AND EDITING A DOCUMENT; USING FILES AND FOLDERS

SUGGESTED DURATION OF MODULE

2.5 hours

OBJECTIVES

This module will enable the participant to:

- Become familiar with the tools available in Word 2007.
- Understand the basics of file management and create a system of files and folders suitable for classroom use.
- Use word processing to effectively create teaching and learning resources for the classroom, which may be saved, reused and adapted in the future.
- Understand how word processing and file management skills can be used by students.

WORD PROCESSING IN THE CLASSROOM

"Word processing supports a variety of teaching and learning activities by allowing students to become more involved in critical thinking activities by thinking about what their words really mean, using an extended vocabulary, and elaborating, reorganising, and refining written composition. Word processing makes it faster and easier for students to complete their work through writing, editing, and illustrating stories and reports or by keeping classroom notes and logs".

Mills & Roblyer, 2002

In today's world, the students that we teach live in a society where technology is a part of everyday life. They are as likely to tap on a keyboard as to pick up a pen. Word processing offers a freedom and fluency of writing that can be saved, revised and re-edited. For teachers, it will enable the integration of ICT into the teaching and learning of all subjects and affords a painless method of creating resources which can then be saved and reused at will. Using an everyday tool like a word processor will enable the teacher to put the ICT Framework into effect to develop students' ICT literacy. Helping students to demonstrate learning in word processing will promote uses of ICT that enrich teaching and learning across the primary and Junior Cycle curriculum.
In the NCCA's ICT Framework, Area C in Level 2 states that a 3rd class primary student should be enabled to draft, format and revise text using an ICT tool such as a word processor.

WHY USE WORD PROCESSING?

There are many benefits associated with using word processing software in the classroom. Word processing can enable both teacher and students to:

- Draft, format and revise text using ICT.
- Plan, design, create and present information using ICT.
- Gather, organise, manipulate and analyse data using ICT.
- Create, manipulate and insert information using ICT.
- Communicate and collaborate using ICT.

In addition, word processing:

- Encourages students to refine and present their ideas more effectively and in different ways.
- Enhances the presentation standards of students' work, giving the student added pride in the finished product. It is a particularly motivational tool for students with special educational needs.
- Allows students using Spell-Check to revise their work and self correct common mistakes.

Word processing enables the teacher to:

- Create well presented classroom resources.
- Create classroom resources that may be saved, reused and re-purposed in the future.
- Create classroom resources that may be shared with others and customised for individual use.
- Create lesson plans and schemes from a template.
- Add images, colour, tables and hyperlinks to worksheets and classroom resources.
- Create e-portfolios for students for assessment purposes.

Examples of teacher uses of word processing

Word processing can be used to prepare and produce:

- Worksheets and take home exercises.
- Assessment for Learning student self-assessment rubrics.
- Certificates and homework vouchers for the students.
- Worksheets, cloze-tests, questionnaires, surveys, etc
- Visual timetables, which are particularly useful for children with special educational needs.
- Revision notes.
- Notices and information leaflets.
- Newsletters for the class/school.
- Class tests, Christmas and Summer examinations.
- Plans, reports and letters.

Word Processing and Literacy Skills

As part of the writing process, the facility of rewriting, inserting and deleting text offered by a word processor gives the students great freedom. Being able to create well laid out work reduces pressure on those with motor or learning difficulties. It helps develop fluency in writing, especially of those students who lack confidence and students with special educational needs.

Activity | Tips | Links | Tutor Demo

Take a moment to consider ways in which you could use word processing to support literacy and/or numeracy in your classroom.

Share your ideas with the other participants on your course.

Opening Word 2007

For the purposes of this course, we have chosen Microsoft Word 2007. There are many other types of word processors with similar functionality, including Star Office, Open Office, Apple Pages, or the online Google Docs which can be used for this purpose.

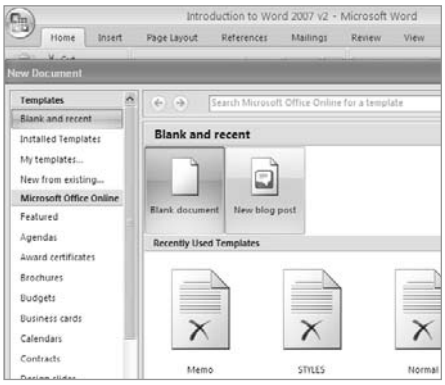
If there is a Word 2007 icon on the Desktop double-clicking it will open the program. Otherwise:

1. Click the Start Button
2. Click All Programs
3. Click Microsoft Office in the drop down menu
4. Click on Microsoft Office Word 2007.

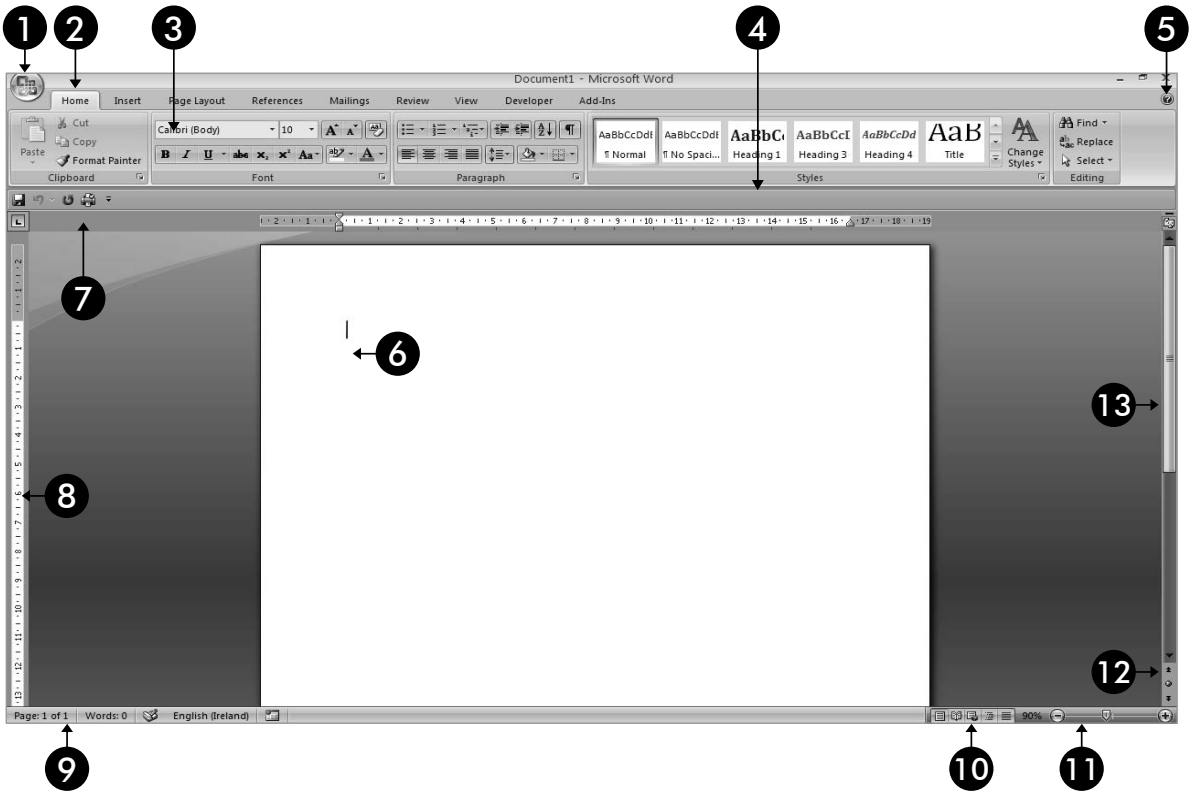
Starting a Blank Word Document

There are several ways to create a **New** blank document,
Click the Microsoft Button and select New
or
Hold down **Ctrl** and press **N** on the keyboard.
You will notice that you have many choices available to you e.g. Blank document, Memo etc. as shown.

Select **Blank document** to start.

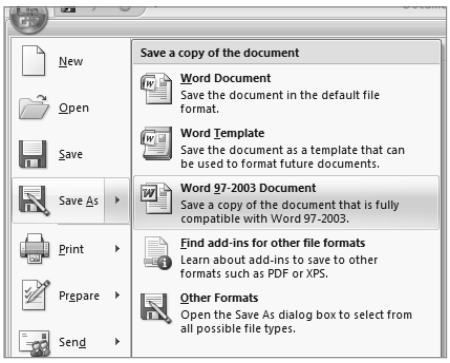


This will bring you into the **Microsoft Word 2007** interface as shown



1. The Microsoft Office Button

The big button on the upper left-hand corner of the screen replaces the old File Menu from previous versions of Word. You'll find familiar features for opening files, saving files, printing files and so on, but there's a lot more here as well, as you will discover later


New
Open
Save
Save As
Print
Prepare
Send
Save a copy of the document
Word Document
Save the document in the default file format.
Word Template
Save the document as a template that can be used to format future documents.
Word 97-2003 Document
Save a copy of the document that is fully compatible with Word 97-2003.
Find add-ins for other file formats
Learn about add-ins to save to other formats such as PDF or XPS.
Other Formats
Open the Save As dialog box to select from all possible file types.

2. The Ribbon

The **Ribbon** is divided into seven **tabs**. Each **tab** along the ribbon is organized to make it easy to get your work done. Other tabs may be added.

3. Command Buttons

Within each group are related command buttons. You click on the buttons to issue commands.

4. Command Groups

Within each group are related command buttons. You click on the buttons to issue commands.

5. Help

If you are having difficulty with any aspect of Word you may use the help facility.

6. The Insertion Point

Just below the ruler is a large area called the **text area.** You type your document in the text area. The blinking vertical line in the upper-left corner of the text area is the cursor. It marks the **insertion point.** As you type, your text displays at the cursor location. The horizontal line next to the cursor marks the end of the document.

7. The Quick Access Toolbar

The Quick Access Toolbar (QAT) provides you with easy access to commands you frequently use. Click the small arrow to the right to customise your QAT.

8. The Ruler

The horizontal and vertical rulers in Word are often used to align text, graphics, tables, and other elements in a document.

9. The Status Bar

The **Status Bar** displays information such as the number of pages in your document and the word count of your document. If you highlight an area of text, it will display the number of words in the highlighted area.

10. The View Toolbar

The View Toolbar allows you choose between **Print Layout, Full Screen, Web layout, Outline and Draft views.** It was positioned on the lower left-hand side of the screen in previous versions.

11. Zoom

You can zoom in to get a close-up view of your document or zoom out to see more of the page at a reduced size.

12. PAGE NAVIGATION

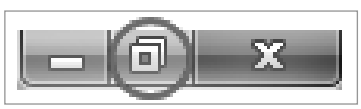
The **Previous Page** and **Next Page** button helps you to navigate a document that has multiple pages

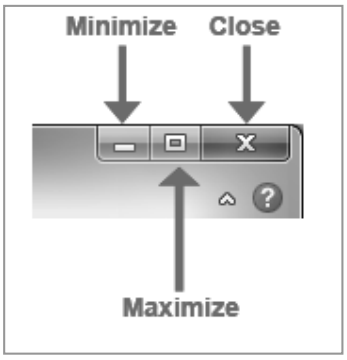
13. The Scrollbar

The **vertical** and **horizontal** scroll bars enable you to move up, down, and across your window simply by dragging the icon located on the scroll bar. The vertical scroll bar is located along the right side of the screen. The horizontal scroll bar is located just above the status bar.
To move up and down your document, click and drag the vertical scroll bar up and down. To move back and forth across your document, click and drag the horizontal scroll bar back and forth. You won't see a horizontal scroll bar if the width of your document fits on your screen.

MINIMIZING, MAXIMIZING AND CLOSING A WINDOW

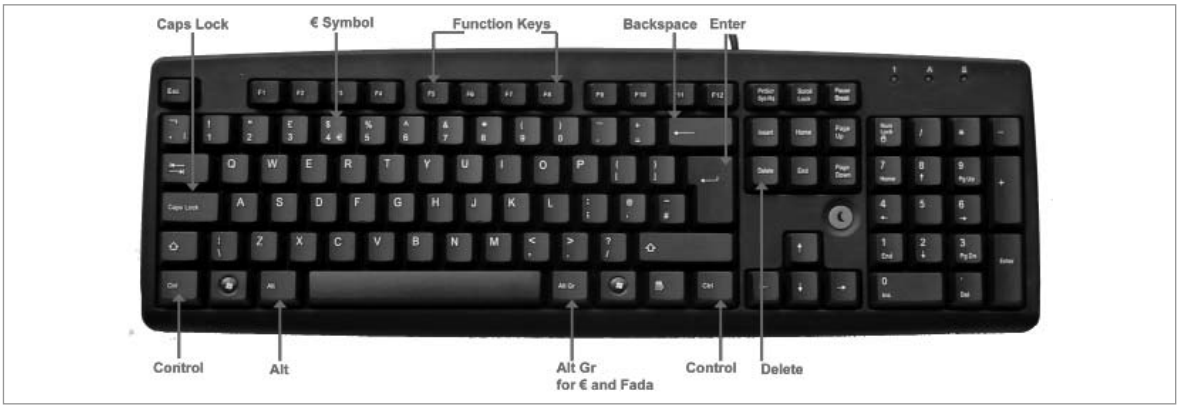
- The **Minimize** button reduces the window to the Taskbar
- The **Maximize** button makes the window fill the entire screen. If you click it again it will reduce the window to its original size.
- After maximizing a window, click to **restore** the window to its previous size





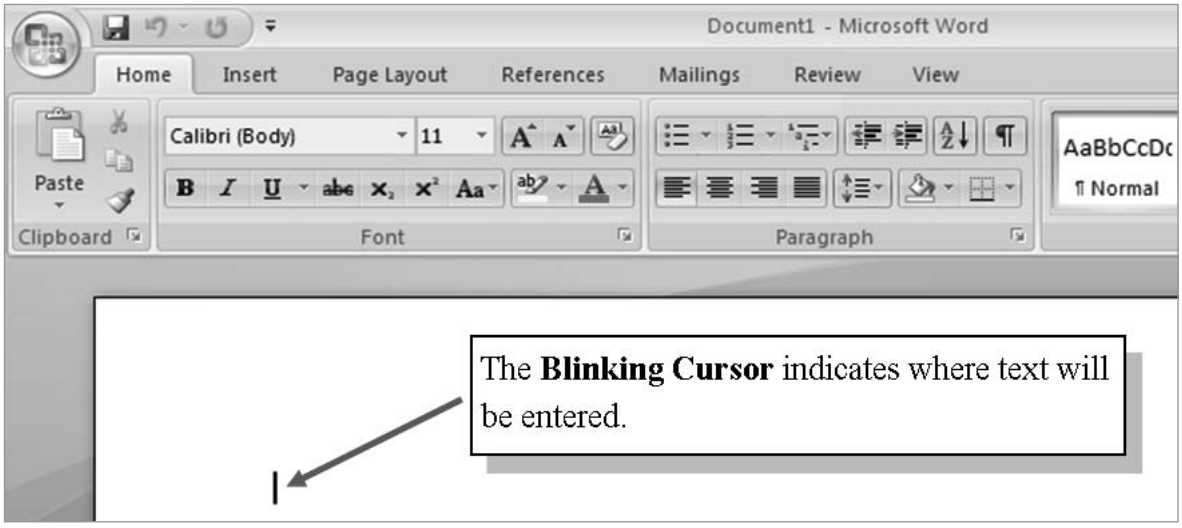
- The **X** button closes the window

THE KEYBOARD



GETTING STARTED – THE HOME TAB

You will use the **Home** tab most when using Word 2007.. Earlier versions of Word referred to these commands as Formatting and you will find most of the old Format Menu commands in the Word 2007 **Home** tab. You can set: Font size, Font type, Paragraph alignment, Line spacing, Bullets and numbering, Borders and highlighting etc.



Entering text

- The blinking cursor (insertion point) indicates where the text will appear when you start typing.
- As you type the insertion point moves with the text.
- Do not worry about mistakes as they can be easily corrected.

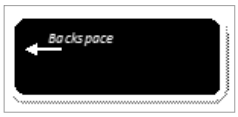
New line

- When the text reaches the end of the line it will continue on to the next line automatically. This is called **'word wrapping'.**.
- If you wish to move to the next line before you reach the right side of the page then press the **Enter** button on the keyboard. This forces the insertion point to the next line.

Correcting errors

To remove an error:

1. Click to place the insertion point where you wish to make the change.
2. Pressing **Backspace** removes the letters to the **left** of the **insertion point.**
3. Pressing **Delete** removes the letters to the **right** of the **insertion point.**

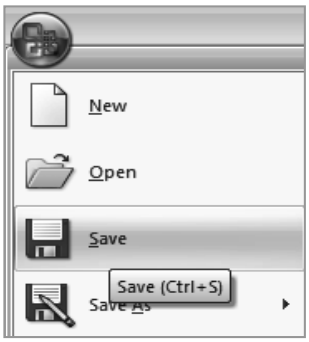


Activity | Tips | Links | Tutor Demo

1. *Type in 2 – 3 sentences about any topic you are currently teaching.*
2. *Save your document following the directions below.*
3. *Use your saved document to test out all Home tab actions listed in this section of the manual.*

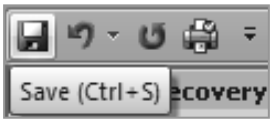
SAVING YOUR DOCUMENT

You must save your documents if you wish to recall them later. You can use the **Save** option on the Microsoft Office menu to save a document.



1. Move your pointer over the **Office Button** on the top left of the screen
2. **Click** with the **left** mouse button.
3. Click on **Save** on the menu
4. The **Save As** dialog box opens in the middle of the screen. In this box you can decide where you want to save your document. By default Word 2007 will open the My Documents Folder

5. You will now need to give your file a name, see the Tips on Naming Files below. **Type** the name of your file in the **File name box.** Word uses the first letters of your text as the file name. You can change this by deleting it or just by typing over
6. Click on **Save.**
7. The dialog box closes and your file is saved on the hard disk of the computer.
8. After you have saved your document at least once, you can save any changes you make to your document simply by clicking **Save** after you click the **Office button.**



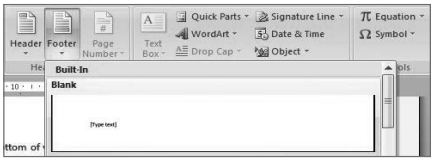
Alternatively you can click on the **Save** icon in the **Quick Access Toolbar.**

Activity | Tips | Links | Tutor Demo

Tips on Naming Documents and Files

It's best to use a simple file naming system as this will help you locate your files later.
For example you might choose, Topic_YourInitials_Date e.g. Literacy Ideas for History Class_ AB_05112011
By having a standard format for naming documents and files, you, your students and other teachers sharing work will be able at a glance to identify shared files on the school server or on teaching computers.

OPENING A RECENTLY CLOSED FILE



The files you worked on most recently can be accessed quickly by clicking on the **Office Button** from the **Start** menu. This is a quick way of finding and opening recent files.

1. With Word 2007 open, click on the **Office Button**.
2. In **Recent Documents** a list of up to 15 of your most recent files can be seen.
3. Move the mouse over the file you wish to open to highlight it.
4. **Click** on the file name and the file opens.

Selecting text

Before Word can carry out any changes you wish to make, you need to tell it what parts of the text you want it to work on. This is done by **selecting text.** This is one of the most frequently used operations when using Word.

1. Move the mouse pointer to where you want to start your selection.
2. **Press** and **hold down** the left mouse button.
3. **Drag the mouse** over the text your wish to select.
4. **Release** the mouse button.
5. If you make a mistake, **click outside the selection** and it **clears the selection.** You may then start again.

To select all the text

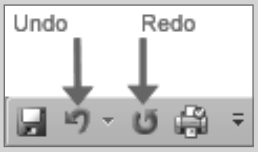
1. Click on **Select** in the **Editing Group.**
2. Click on **Select All.**

You may use the keyboard shortcut by **holding down** Ctrl and A **pressing**

Activity | Tips | Links | Tutor Demo

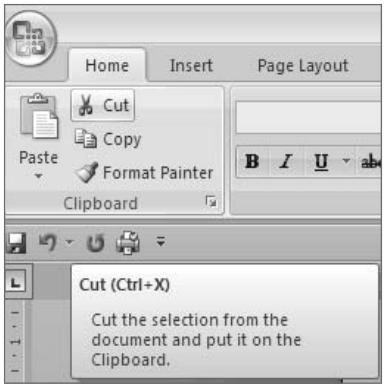
Vanishing Text

When you have selected text, it is highlighted and the insertion point is no longer visible on your screen. If you press any key on the keyboard while the block is selected, your entire block will disappear. This will be replaced by whatever you have typed. Press the Undo button on the Quick Access Toolbar to get your text back..



Moving text

You may move blocks of text either within a document or between documents in Word. The easiest way to do this is by **cutting** blocks of text from one place and then **pasting** them in a different place.

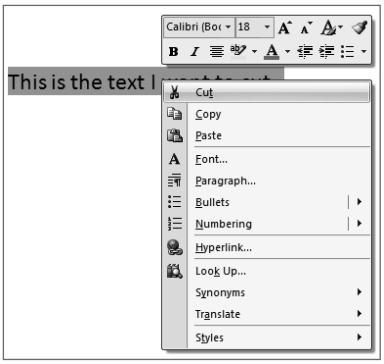


Cutting text

When you cut text it is removed and placed in a clipboard. The clipboard is an area in the memory of the computer used for temporary storage.

Method 1

1. **Select** the block of text you wish to cut as described above.
2. **Click** on the **'Cut'** icon in the **Clipboard group.**



Method 1

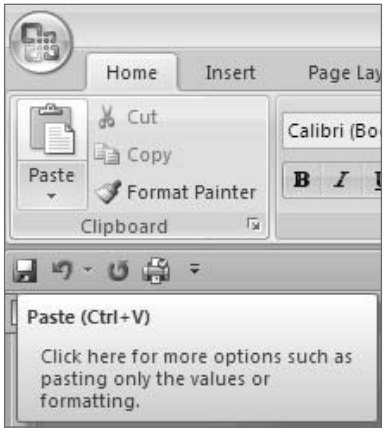
1. **Select** the text you wish to cut.
2. Click on the **Right** mouse button.
3. Select **Cut** from the menu

Pasting text

Method 1

When you have cut the text then

1. Position the **insertion point** where you want the text to appear.
2. **Click** on the **Paste** icon in the **Clipboard group.**
   The text now appears at the insertion point.



Method 2

When you have cut the text

1. **Right click** where you wish to **paste** the text.
2. Click on **Paste** from the menu.

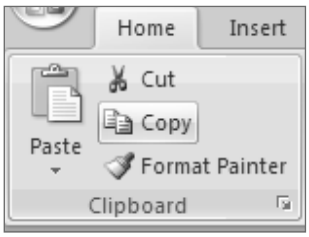
Method 3

Paste using the Keyboard Shortcut

Hold Ctrl **down** V key and press

* Note: When you paste text you put a copy of what is stored in the clipboard into the document. You can paste the same text many times into the document if you wish. Try this out in your saved file

Copying and Pasting text

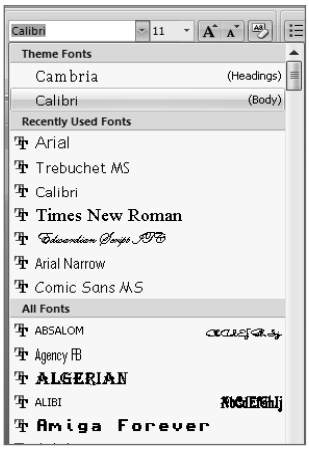


Copying text allows you to copy a block of text to a new position in the document or to another document while leaving the original text in its position.

1. **Select** the text you wish to copy.
2. Click on **Copy** in the Clipboard group.
3. Paste the text in desired position by:
   Clicking on **Paste** in Clipboard group.
   or
   Right clicking where you wish the text to appear and select **Paste** from the menu.

Changing the appearance of text

Fonts

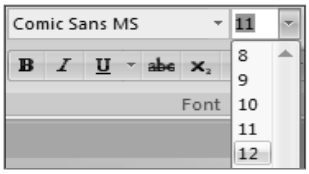


The font is the typeface used for the text in the document. Each font is given a name e.g. Calibri and the font currently being used is displayed in the Font group.

To change the font

1. **Select** the text you wish to change.
2. **Click** on the arrow to the right of the font name. A **dropdown menu** appears with the list of fonts in alphabetical order and a preview of their appearance.
3. **Click** on the font you want to use.

Change font size

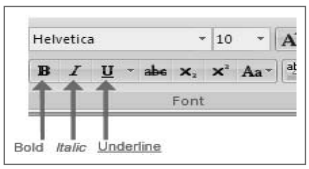


Using the Home Tab, you may set the font and the font size.
The current font size is displayed in a window on the Font group.
To set the font size, click on the desired size and enter your text.
To change text you have already typed:

1. **Select** the text you wish to change.
2. Click on the **drop down arrow** on the right of the font size.
3. **Select** the font size of your choice.

Note: If the font size you wish to use is not there you may type in the font size you wish to use in the **font size window** and press **Enter.**

Bold, Italic, Underline



To emphasise words, phrases or a block of text you may use the **Bold,** *Italic* or Underline styles.

1. Select the text you wish to emphasise.
2. Click on the icon of your choice in the Font group.

Activity | Tips | Links | Tutor Demo

Tips on typing text

- ***Do not press Enter*** *at the end of each line. The writing will continue on the next line as you type. This is called* ***Text Wrapping.***
- *Use the* ***Enter key*** *only to force the text on to a new line after a title etc. or to create new paragraphs.*
- ***Do not press Space Bar*** *to indent or centre text. Use the Center tool in the Paragraph group.*
- *Save your work regularly to avoid losing it.*

Insert a fada

To insert a 'fada' when writing in Gaeilge

- Hold down the **Alt Gr** key and press a, e, i, o, u to make á, é, í, ó, ú
- To make capital Á, É, Í, Ó, Ú hold down **Alt Gr** and **Shift** and press the a ,e, i, o, u

Alt Gr + A = á

€ Symbol

To insert the € symbol in a document

* **Press** and **hold** down **Alt Gr** key and press the **€** key as shown

Using Bullets or Numbers to make a list

You can create a numbered list or a bulleted list. Lists are useful for summarizing information to make it easier for students to understand and digest. If you have a sequence of information, a numbered list is best. If you are not concerned about sequence, a bulleted list might be better.

1. Click the **Bullets** or **Numbering** button on the **Paragraph** group.
2. Start typing to create your first list item.
3. Click Enter to go to a new line and the new list item. Every time you press Enter at the end of the list you get a new bullet or number.

Note: In Word, lists are automatically indented from the page margin.

Activity | Tips | Links | Tutor Demo

1. *To automatically create numbered lists, type the number one and a full stop i.e. 1. followed by a space. This is new for Word 2007; in previous versions you had to press Enter before the list started.*
2. *If you already have text typed that you later wish to make into a list, select the text you've already typed and click the Bullets or Numbering button to change each paragraph into a list item.*

To stop creating a list

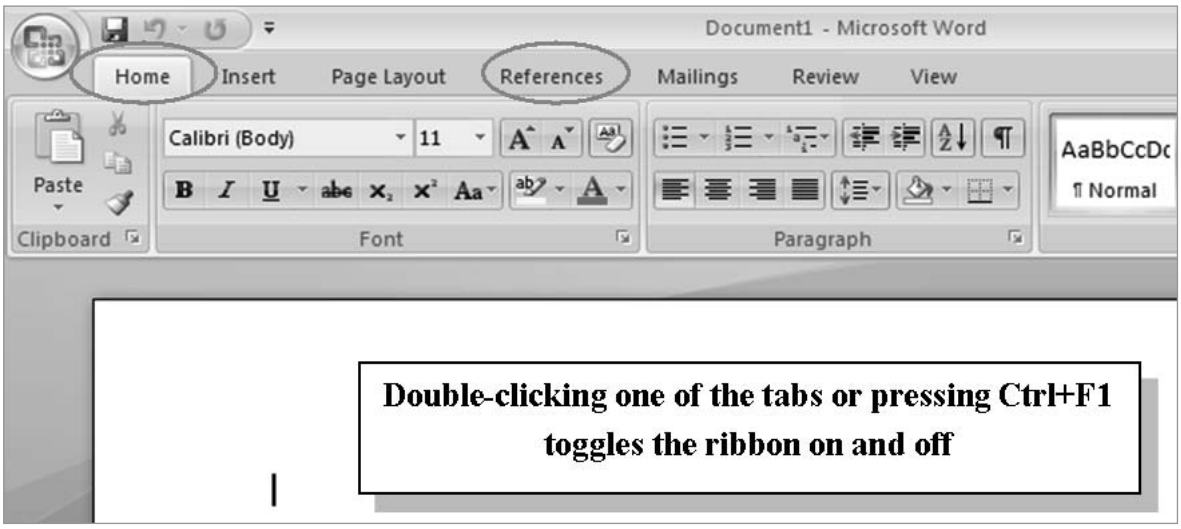
When you've entered the last item in your list and wish to finish the list and stop the bullets or numbers appearing press Enter twice. When you press Enter twice, the last bullet or number disappears and you are ready to start a new paragraph on a new line.

Activity | Tips | Links | Tutor Demo

1. *Using your saved document place the insertion point in front of your text. Press the Enter key twice and in the space you've created type in a title for your piece. Bold, centre and change the font size of your title. Add a bulleted list under the title of your document. Copy your list and paste it underneath your paragraph of text.*
2. *Open a new blank document. Title it 'Student Lists'.*
   Your students can use word processing lists to summarise points or to clarify their thinking. Make a bulleted list of some of the topics in a subject you teach that students could use word processing to make lists.

Becoming Familiar with Ribbons and Tabs

Microsoft Office Word 2007 is radically different from the previous versions. The drop-down menus and toolbars are gone and are replaced by the Ribbon. Above the **ribbon** you will find the **Tabs**. These are the equivalent of the old **Menu Bar.**



When a tab is chosen, **Groups** of commands associated with the tab are shown in the ribbon.

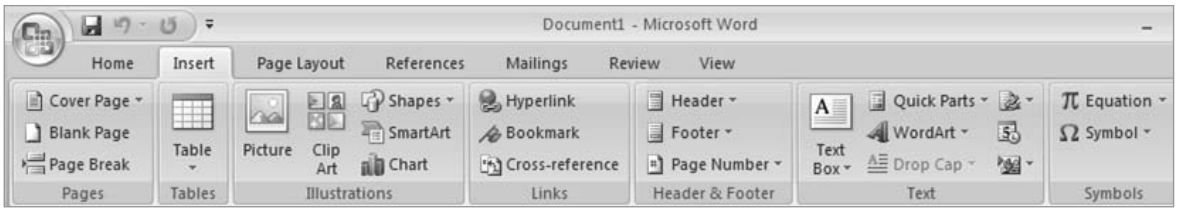
Tabs:

Home:

This contains the most-used Word features, such as changing fonts and font attributes, customizing paragraphs, using styles, and finding and replacing text

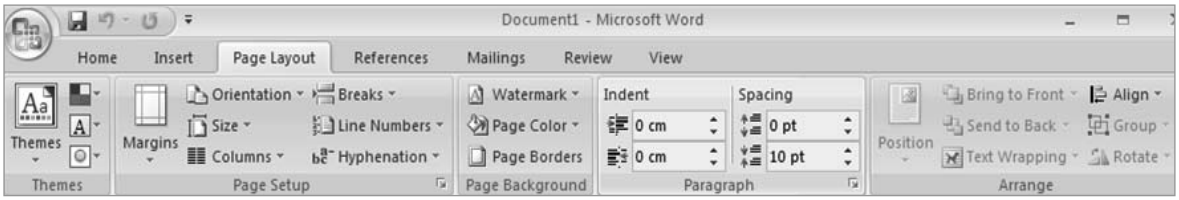
Inserts:

The Insert tab contains anything you might want to insert into a document, such as tables, pictures, charts, hyperlinks, bookmarks, headers and footers, WordArt etc.



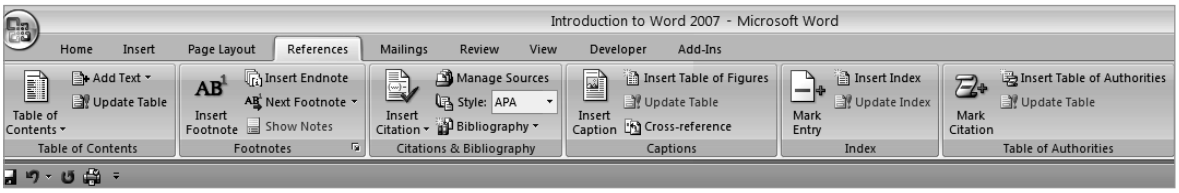
Page Layout:

In this tab you can change margins, page size and orientation, set up columns, align objects, add effects and so on.



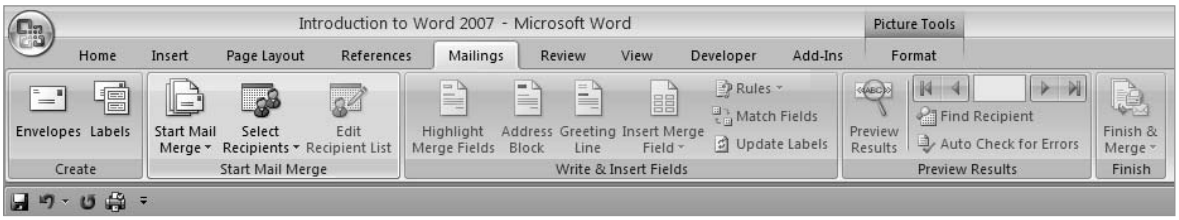
References:

This tab handles tables of contents, footnotes, bibliographies, indexes and similar material



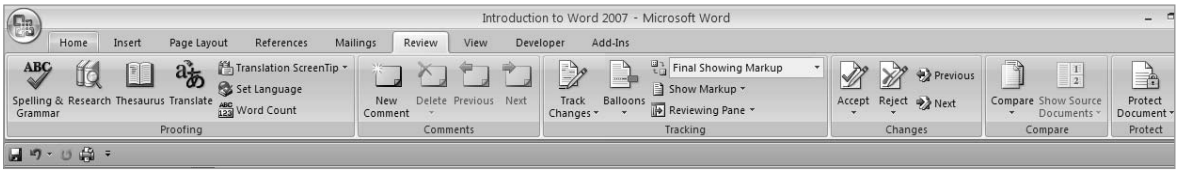
Mailings:

This is where you'll go for anything to do with mailings, from something as simple as creating labels to mail merges



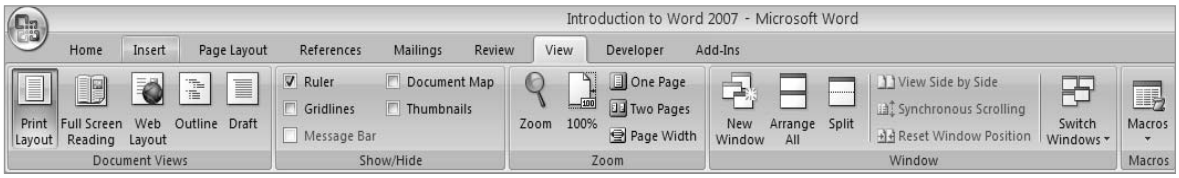
Review:

In the Review tab you may check spelling and grammar, look up a word in a thesaurus and more.

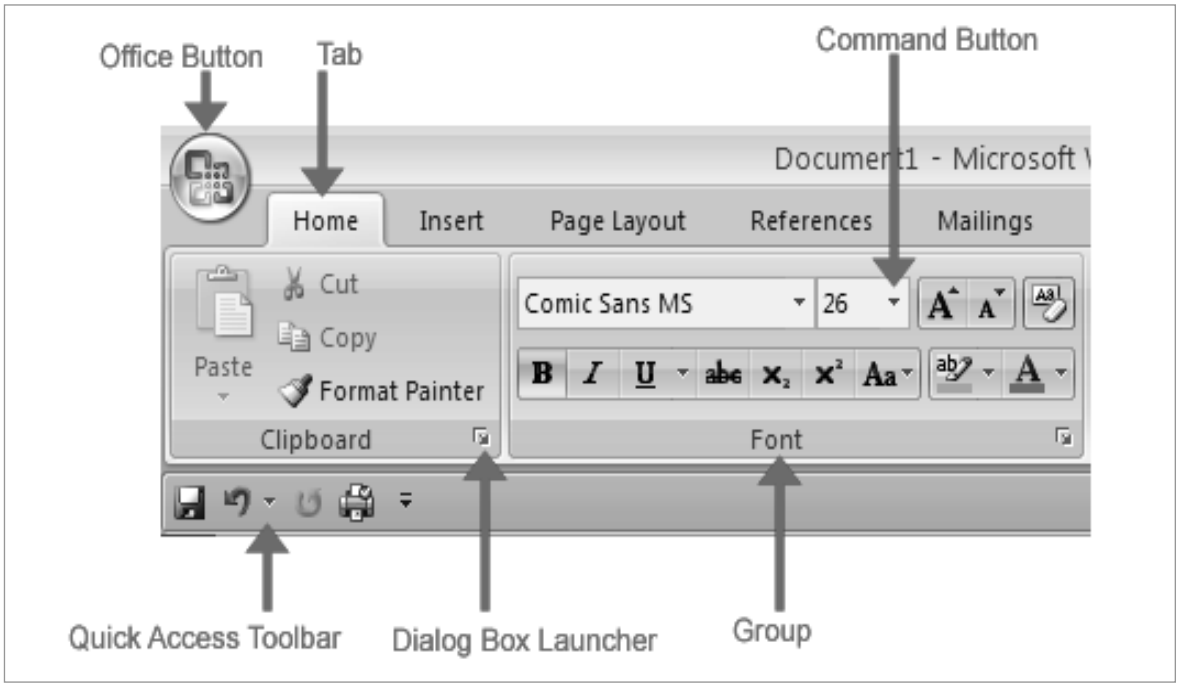


View:

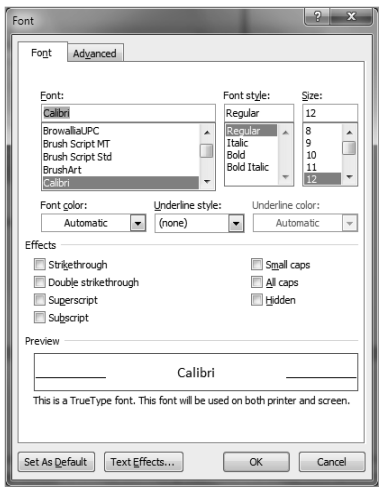
Here's where to go when you want to change the view in any way, including displaying a ruler and gridlines, zooming in and out, splitting a window and so on..

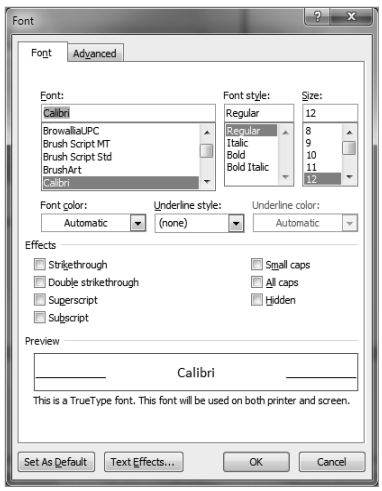


Each tab along the **Ribbon** is organized to make it easy to get your work done. As you can see below, each tab is organized into a series of **groups** that contain **related commands** e.g. handling fonts. Inside each group is a set of what Microsoft calls command buttons, which carry out commands, display menus and so on e.g. the **command button** below changes the font size.



There is also a **small diagonal arrow** in the bottom right corner of some groups that Microsoft calls a **Dialog Box Launcher.** A **Dialog Launcher** is included with most groups. Click it to display more options related to the group.



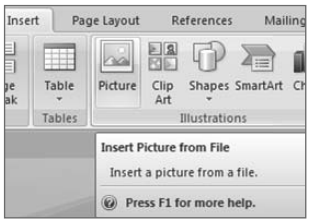


The Quick Access Toolbar (QAT) is the only toolbar in Word 2007. This toolbar gives quick access to frequently used tools.

THE INSERT TAB

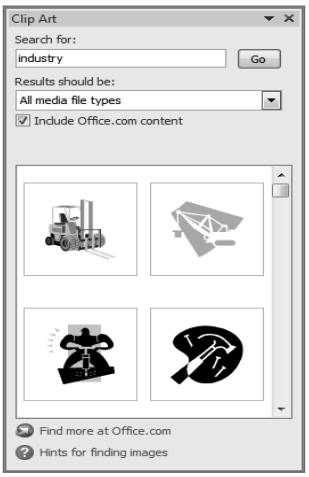
Adding images, tables and graphics to your word documents will enhance layout, appearance and will also catch the attention of students. To insert graphics you will use the Insert tab.

Click the **Insert tab.**
Pictures, Clip Art, Shapes and SmartArt can be added to a document using the Illustrations group in the Insert tab.



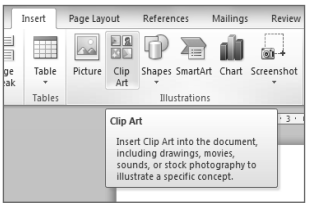
To insert a picture

1. Click Picture in the Illustrations group in the Insert tab
2. **Browse** to the folder containing the required image.
3. Select the image and click the **Insert button.**
4. The image is inserted at the **cursor position.**



To insert Clip Art

1. Click Clip Art in the **Illustrations group** in the **Insert tab**. The Clip Art menu appears.
2. Type your requirement in the **Search for** field and click **Go.**
3. Select the image and click the **Insert button.**
4. The image is inserted at the **cursor position.**



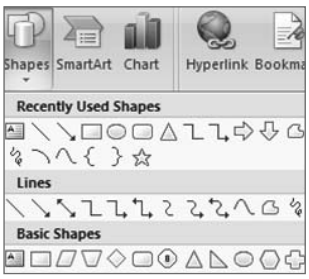
Activity | Tips | Links | Tutor Demo

Clip Art

A useful feature in Clipart is the text wrapping button feature which allows you to move your clipart image around the page and wrap text around it as necessary.
Take some time now to explore these features which appear when you insert a piece of clip art. There are many different formatting options to choose from.

To insert a Shape

1. Click **Shapes** in the **Illustrations group** in the **Insert tab**
2. **Select** a shape from the drop-down
3. **Click** and **drag** the mouse on the page to make the shape the required size.



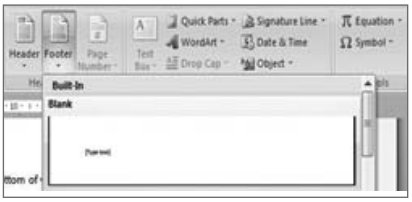
Activity | Tips | Links | Tutor Demo

Copyright and Clip Art

All Clip Art and SmartArt in Word 2007 is copyright free and suitable for insertion in your classroom resources. You and your students can freely use the Clip Art without acknowledging the source as you paid for its use when you purchased your Microsoft Word 2007 licence and it has been copyright cleared for you.

It is important to note that other clip art and images found online will be copyright protected and permission to use should be sought. Sometimes the images may have to be purchased. When using work that is not your own it is best practice to always acknowledge the copyright holder. Teaching students that the images and art work they find online are protected by copyright or trademark and must always be credited and cited is a key digital literacy skill.

Inserting a Header or Footer



Headers and Footers are those areas that run across the top and bottom of your document. You can choose to have your Header or Footer visible or not. The title usually is placed in the Header while important background information such as page numbers, copyright details, dates, book or chapter titles and author name are placed in the Footer. These small signposts improve the usability of your document, and they make it look professional.

To insert a Footer

1. Click **Footer** in the **Header & Footer group** in the **Insert tab**
2. You can choose between a number of styles but here we will select **Blank.**
3. Type your name, the year and the © symbol into the 'Type text' area.
   Hold the Alt Gr key and the letter 'c' key down at the same time to insert the ©.
4. Click the **Close Header & Footer** button.

Activity | Tips | Links | Tutor Demo

Using the Footer to Cite Sources and Acknowledge Copyright

The footer can be used to cite sources when reusing text or images from copyrighted sources in your word documents. You students will soon learn to acknowledge or cite their sources if they see you doing so in your worksheets and handout materials.

Inserting Page Numbers

Page numbers are the most common type of header or footer. They are such a necessary element in documents that they get their own button and gallery of choices.

To add page numbers:

1. On the **Insert** tab, in the **Header & Footer** group, click **Page Number.**
2. Choose where on the page you want the numbers, at the top or on the bottom
3. Choose a page number style from a gallery of possibilities.

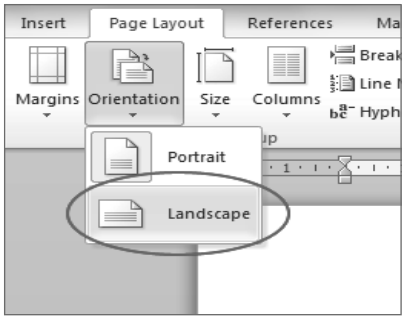
The page numbers are applied throughout your document. Also, they are set up to automatically renumber if you add or delete content in the document.

THE VIEW TAB

Click the View tab

In Word 2007, you can display your document in one of five views: Draft, Web Layout, Print Layout, Full Screen Reading or Online View.You can also make a Ruler visible and use the Zoom feature in the View tab.

THE PAGE LAYOUT TAB



Click the **Page Layout** tab.In Page Setup group you can set the orientation and page size.

Page Orientation of the document is the direction of in which it will be displayed. The two basic types of orientation are Landscape and Portrait.

Open a saved document and in the **Page Layout** tab in the Page setup group select **Orientation,** choose **Landscape** as the direction.

Adding a Border to your page

In the Page Background group click **Page Borders.**

Select **Box** as the setting.

Click **Color** and select a colour.

Leave **Apply to Whole document** unchanged. Click OK.

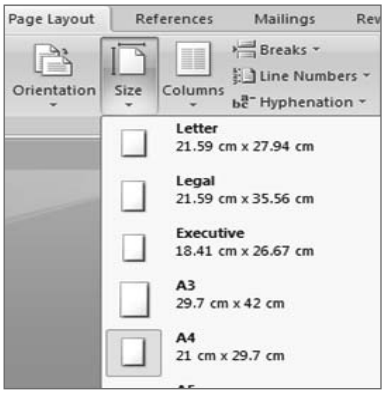
Activity | Tips | Links | Tutor Demo

Using Word Processing

- *Type your home or school address and align the text on the right of the page using the Align Text Right option in the paragraph group in the toolbar.*
- *Create a notice for parents announcing details of a field trip, school tour, sports event or a school play.*
- *Type out the classroom rules or the Science-room, Technology-room, ICT-room regulations. Adjust the size of the font to cover most of the page. Save and print the document.*
- *Using a pre-typed poem, apply the following formatting: page border, different font for each verse, insert suitable clipart image, insert image from Imagebank, wrap picture with text, use bold and underline features as appropriate.*
- *Create a typed cloze test to suit a topic you teach. A cloze test can range from simple filling in of obvious words: e.g. "The chicks were in the _____." to the more challenging "I saw a man lay his jacket on a puddle for a woman crossing the street. I thought that was very _____. The latter could evoke a class discussion on different levels of meaning.*
- *Create labels for your classroom e.g. doras, fuinneog, bórd and add a clipart image for each. Enlarge the font size. Save and print the document.*
- *Select key geometrical terms for Junior Certificate Maths e.g. Axiom, Theorem, Proof, Corollary, Converse, Implies and prepare a typed quick revision sheet on each.*
- *Select fifteen elements from the Periodic Table and type a simple matching exercise between the full names of the fifteen elements and their form on the Periodic Table.*

PRINTING YOUR DOCUMENTS

To print your document:



1. Click the **Office Button.**
2. Select **Print** from the menu.
3. Choose **Print Preview** to let you see how the printed version of your document will appear
4. Click **Print** if you are happy with the preview.
   The **Print dialog** box opens.
5. Click **Ok** and the document will be sent to the printer.

Note:

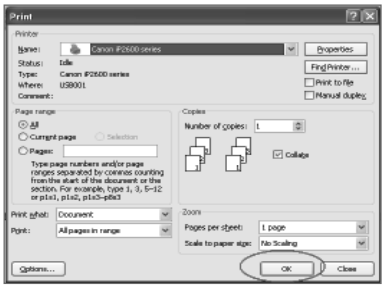
There are many options with regards to printing in the Print dialog box.

You can choose between:

Number of copies.

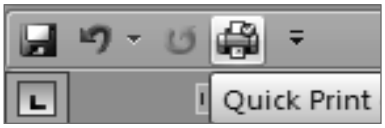
Which page you wish to print.

Number of pages per sheet etc.



Printing using the Quick Access Toolbar

Click on the **Printer** icon and the document is immediately sent to the printer



Activity | Tips | Links | Tutor Demo | Literacy

Using Word Processing to Support Literacy – Sample Activities

Primary

- *Create worksheets, cloze tests and classroom tests which can be saved, edited and reused in the future.*
- *Students use word processing in the drafting, editing and re-drafting process.*
- *Students use word processing to present project work for display.*
- *Students use numbered lists for procedural writing tasks. These can be illustrated for display purposes using Clipart or other images.*
- *Using a wireless keyboard and the digital projector, students type in answers to quizzes, cloze tests etc as a whole class activity.*
- *Using laptops or classroom computers, students write collaboratively and present their work to the class using the digital projector.*
- *Use bulleted lists for whole class brainstorming (lists of adjectives for example).*
- *The Bold feature can be used to highlight key features of the words or phrases on the list*

Activity | Tips | Links | Tutor Demo | Literacy

Using Word Processing to Support Literacy – Sample Activities

Post Primary

- *Using the teaching computer and digital projector, students undertake sentence completion exercises in the classroom using the wireless keyboard. Sentences can be from the simple to the complex in any subject e.g. History, Geography, Science and involve the class making and justifying their suggestions and amendments.*
- *One student using the wireless keyboard with a blank word document types a list of key words suggested by the class (over three – five minutes) to help answer an exam question. Another student, helped by the suggestions of the class, arranges the key words in a numbered list in order of importance. Each student then drafts an answer to the question.*
- *Create a word document containing the most commonly misspelled words in your subject. Return to it from time to time using the digital projector checking spellings with the students.*
- *Using examples from your teaching subject, type a worksheet that Second Year students could use in order to understand the use of the apostrophe.*
- *Type a key paragraph or poem for use on the digital projector in class. Use the Bold feature in Word to highlight a key word or line to illustrate the concept or theme of the paragraph poem.*
- *Ask students to write formal letters using the word processor. Choose a topic suitable to your teaching subject e.g. CSPE Write a letter of complaint to a local shop which does not have good access or facilities for wheelchair users. Students should outline the problems wheelchair users have in the shop and describe the changes that could be made.*

Activity | Tips | Links | Tutor Demo | Numeracy

Using word processing to support numeracy

While word processing is primarily for writing documents it can be used to encourage numeracy by creating worksheets that support the teaching and learning of Mathematics. Some examples (primary and post primary):

- *Create a worksheet on 2-d shapes using Clip Art. How many sides, faces, corners?*
- *Using the Insert tab explore the Equations and Symbols in the Symbols group. Find the Area of a Circle equation, paste it into a word document and create a simple worksheet explaining how to find the area of a circle.*
- *Give students a project involving Shapes. Ask the students to take photographs with a digital camera and place them into a Word document with text describing the particular shape.*
- *Create simple worksheets for revision purposes. These can be edited, saved and re-used in the future.*

Activity | Tips | Links | Tutor Demo | SEN

Word Processing for Students with Special Educational Needs

- *The presentation of work is greatly enhanced by the use of a word processing programme, particularly for students with writing difficulties. Students are enabled to create legible, well laid out and professional-looking materials.*
- *Automated spell and grammar checking can be used to assist students to produce high quality documents.*
- *Larger fonts and typefaces can be used to make documents easier to read for students with visual impairments.*
- *Visual timetables can be created and laminated for students and used as an organisational aid.*
- *Word processing can be part of a collaborative process, with different roles assigned to different students (recording ideas, creating storyboard, drafting, editing, selecting images, inserting images and so on). This enables effective differentiation to take place.*
- *Many students with special educational needs find it easier to use a keyboard than to write.*
- *Screen readers and sticky keys are worth exploring as other tools which can be used within word processing for students with special educational needs.*

Discussion Activity

With a particular student with special educational needs in mind, describe how you could use word processing in your classroom, in order to support this student's learning.

DEVELOPING YOUR WORD PROCESSING SKILLS

Once you have mastered the basic skills outlined above, the creative possibilities expand dramatically. You can quickly produce professional looking worksheets, student rubrics, colourful certificates (personalized to your class requirements), class newsletters and so much more. Word processing allows you and your students to add a new dimension to writing and presentation in your classroom.

The following section outlines the use of Microsoft Word 2007 for producing publications for classrooms or schools. If you should choose to use a different product, Star Office, Open Office or Claris Works for example, the guidelines should be quite similar. Once they have mastered the skills, allow your students free rein, their collaborated efforts will often make yours pale into insignificance.

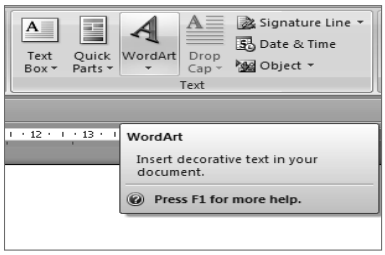
Making a Certificate

While the examples below are for primary classrooms all can be adapted for use by post-primary teachers e.g. Economics Student of the Year Certificate, Transition Year Newsletter, Art Exhibition Poster or Flyer.

Open Word, choose New and then Blank Document.

Use Word Art to enter a heading for the certificate.

1. **Open** the **Insert tab** and choose **Word Art.**
   Select a style and then type your message in the text box.
2. To **format** your text, use the **Font** or **Size** pull-down lists and make the desired selections.

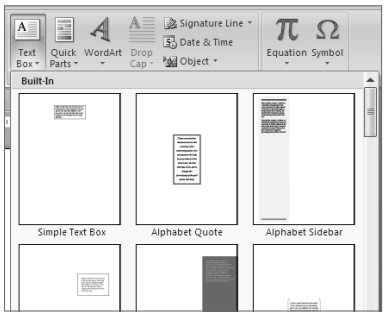


To insert a text box

1. **Click** in the document where you want to insert the text box.
2. Click on the **Insert tab.**
3. **Click** the **Text Box** button in the **Text group**.

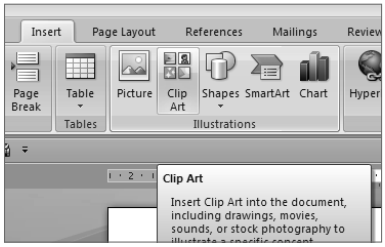
To insert a preformatted text box

1. **Select** a box type from the resulting menu.
2. To create your own text box, select **Draw Text Box** from the resulting menu and **click and drag** in the document. Type your text and adjust it to style, size and colour as required.



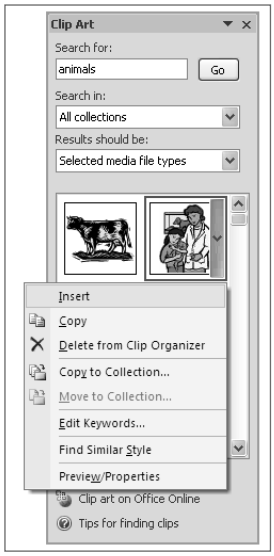
To insert Clip Art or a picture file.

1. Click the **Insert tab.**
2. From the **Illustrations** group, click the **Clip Art** button.



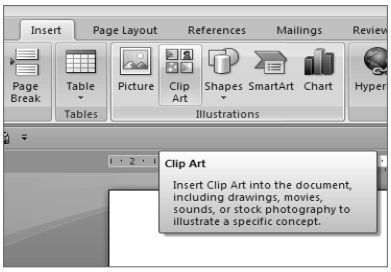
The Clip Art task pane appears. Just as you would search your hard drive for a picture, you search the Clip Art library for artwork.

1. In the **Search For** box, type a description of what you want.
2. **Click** the **Go** button.
   The results are displayed in the task pane.
3. **Click** the mouse on the image you want.
4. **Choose Insert.** The image is placed in your document.



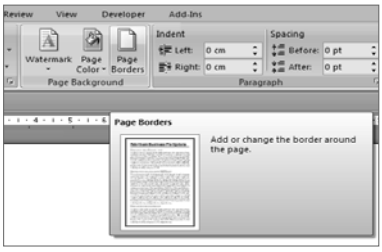
If you wish to insert a picture from your hard drive, pen drive, memory card etc. then

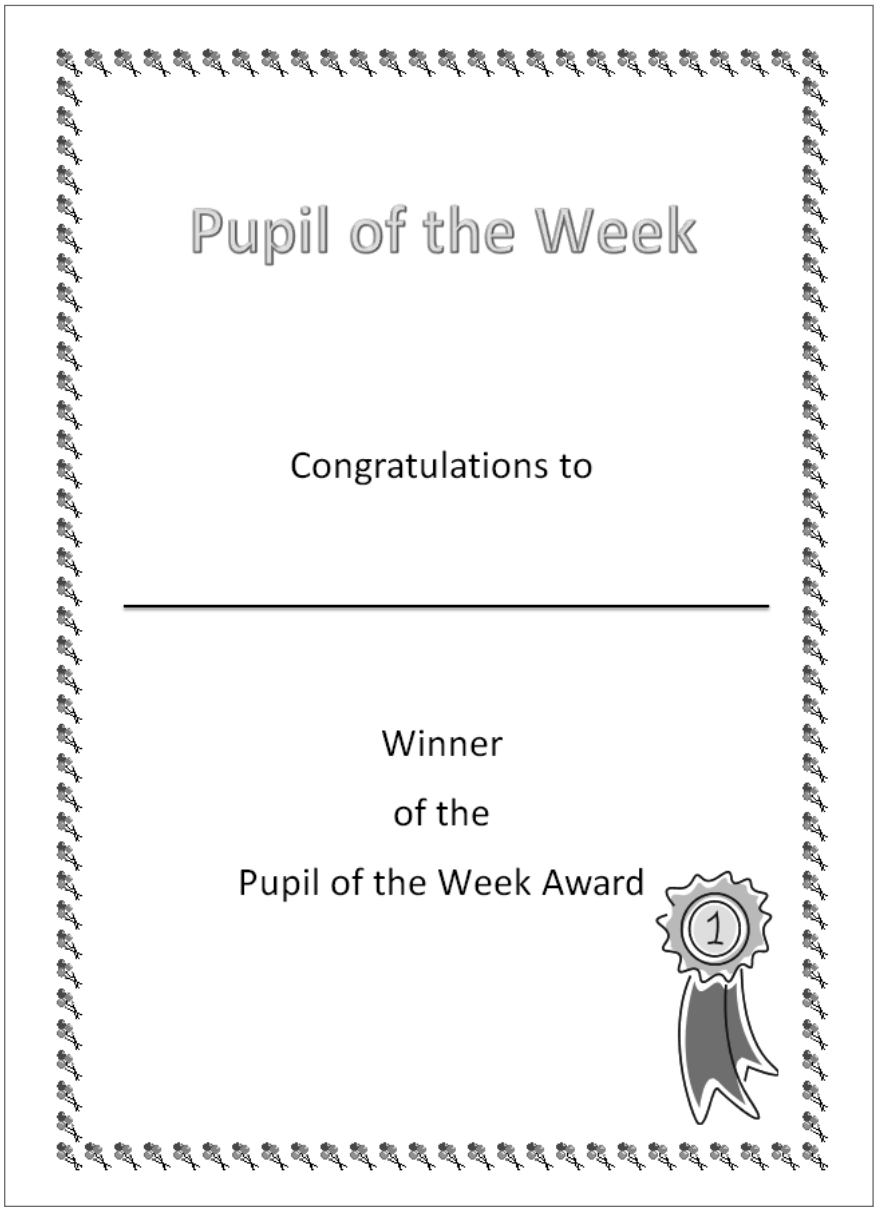
1. **Select Picture** from the **Insert > Illustrations Group.**
2. Browse for your file and **select Open**.
3. You will also have to adjust the text wrapping setting of the image.
4. **Choose Tight** as this will allow you to place it close to text.



Finally we will add a border to add definition to your certificate.

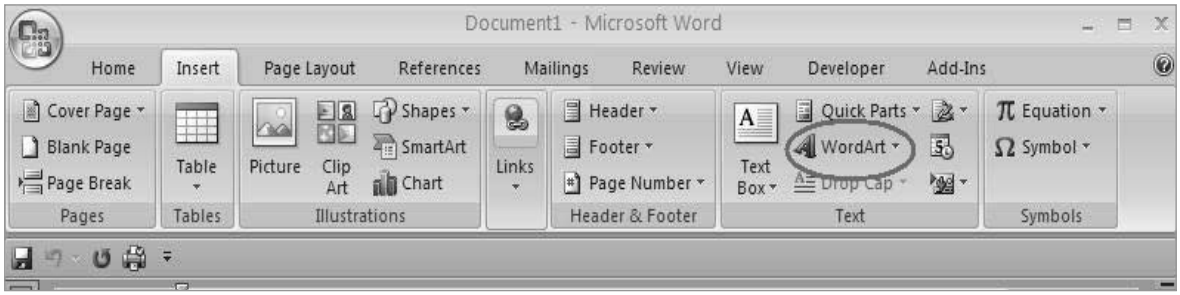
1. **Click** and open the **Page Layout tab.**
2. **Click** on **Page Borders**.
3. Select a style of your choice.





Creating a Newsletter

1. Open **Microsoft Word.**
2. Click on the **Insert tab.**
3. Click on **WordArt.**
4. Use WordArt to insert the title for your newsletter e.g.



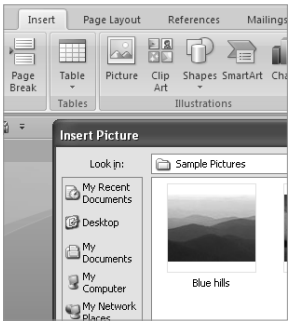
Now you are ready to begin putting text into your newsletter. After the text has been typed you can select the number of columns you wish to have in the newsletter. Two or three columns are normal.

5. Click on the **Layout** tab.
6. Select the number of columns required from the list.

Inserting a picture

Click on the **Insert Tab** and click on **Picture.**

Browse for the file on your computer and click Open. Remember unless you are using your own picture or photo you must acknowledge the copyright holder

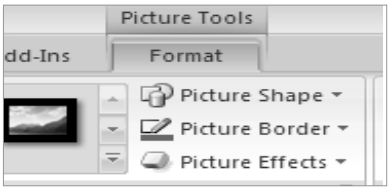


Editing/Formatting a picture

Click on the picture and handles appear at eight points around it. These are for sizing the picture. A further green handle is for rotating the picture.

Note: To keep the image in proportion it is best to move the handles at the corners

To open the **Picture Tools** and the full format menu **click or double click** on the picture until the tab **Picture Tools** opens above the **Format Tab.**



Activity | Tips | Links | Tutor Demo

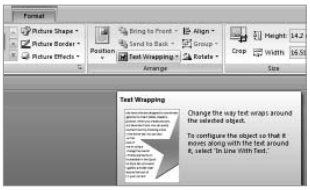
Use a Text Box to add Copyright Details to a Photo

You can quickly add a copyright holder's name into a Text Box and place it under a photo or image.

1. *Click on Text Box in the Text group in the Insert tab.*
2. *Select a style of Text Box, select Simple for this example.*
3. *Type the copyright holder's name and the © symbol into the box.*
4. *Adjust the size of the box to suit and position it under the photo.*
5. *Click on any white space will 'set' the text in the box.*

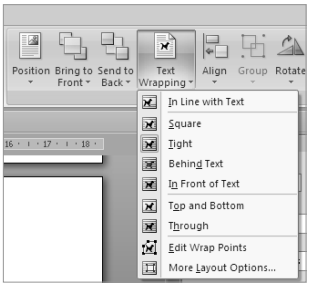
Text wrapping

The Text Wrapping feature allows you to select how the text will display around the image/picture.



1. Click on the image / picture.
2. Choose the **Format** tab and the **Arrange Group.**
3. Click on **Text Wrapping.**

Text wrapping options

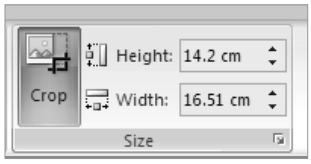


1. Pick **In Line with Text** to have your graphic be treated like a character in your text.
2. Choose **Square** to place your graphic in the middle of text and have the text wrap around all sides of it.
3. **Tight** is the same as square, except the words are closer to the graphic.
4. Choose **Behind Text** or **In Front of Text** to have the graphic either cover up or be covered up with text.
5. **Top and Bottom** only allows text above or below the image.
6. **Through** allows text through the image.

Cropping

When you add pictures to your Office documents you might need to crop them to remove unwanted areas, or isolate a specific part.

To access the crop menu



1. Click on the image you wish to crop.
2. Select the **Format** tab.
3. Click on **Crop** in the **Size group**.

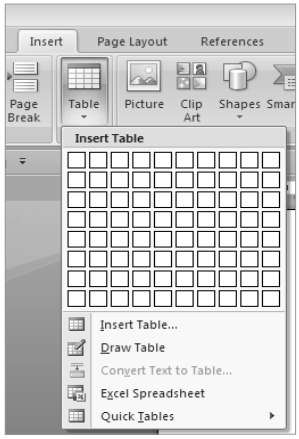
Click on the **Crop button** and **black crop guides** appear on the edges of your picture. **Click and drag** the guides to frame the image from the corners or the sides.

To add speech bubbles to Word using auto shape callouts

1. Click on the **Insert Tab**
2. Select **Shapes,** in the **Illustrations** section.
3. **Select** a callout from the menu.
4. To **add text** to the callout just click inside the call out and start to type.
5. You can **resize** the callout by clicking on it to make the handles appear and then dragging to the size of your choice.

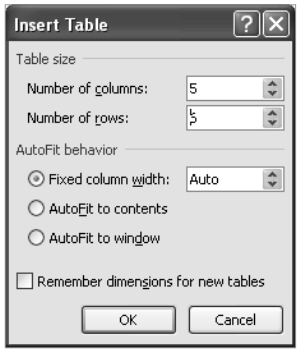
The yellow diamond can be dragged to change the position of the speech indicator. You can resize text in the normal way by selecting text and clicking on the Home tab to access font and font size.

Inserting a Table



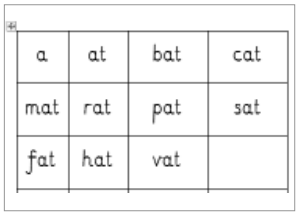
1. On the **Insert Tab** click on **Table**
2. **Click and drag** to create the desired number of **rows and columns**
3. **Click** inside each cell and **type**
4. **Adjust** the and the cell will adjust accordingly to accommodate the text

You can also choose create a table by



1. **Insert Table** dialog box or by **drawing a table.**
2. Enter the number of **Rows** and **Columns** you require.
3. **Click OK**

A table could be used to create simple word boxes for any language learning or boxes for Maths or Science formula.



a	at	bat	cat
mat	rat	pat	sat
fat	hat	vat	

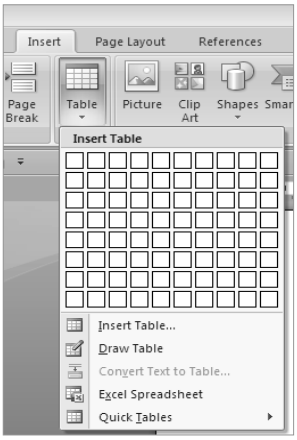
Using tables with images

To create a table

Click on the **Insert Tab** and click on **Table.**

You have several choices as to how to get a table into the document

a. Choose **Insert Table** and type in the number of rows and columns you want.
   or
b. Click and drag the mouse over the number of rows and columns you require.



To insert a picture

- **Click** inside a cell and **insert** the picture as normal.
  You can then format, move and modify the picture as you wish.

To insert text into a cell

- **Click** inside the cell and **type** or cut and **paste the text.**

TABLE TOOLS

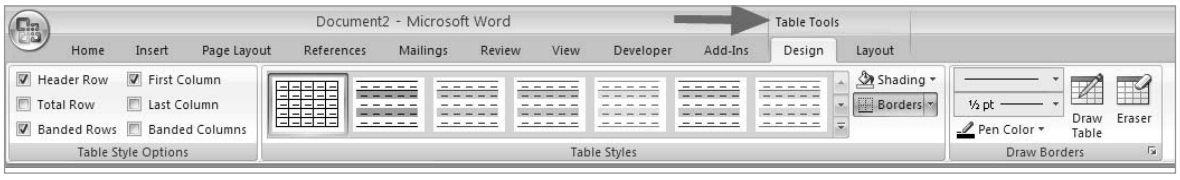
Additional tabs and menu items are revealed to the user when they are needed in Word 2007. In this case, a new high-level tab, **Table Tools,** is added whenever you click inside the table. There are two tabs under **Table Tools** for formatting and customising your table **Design** and **Layout.**

To access Table Tools,

1. Create a **table**.
2. **Click inside** the table.
3. Click on **Table Tools** tab.

The Design tab in Table Tools

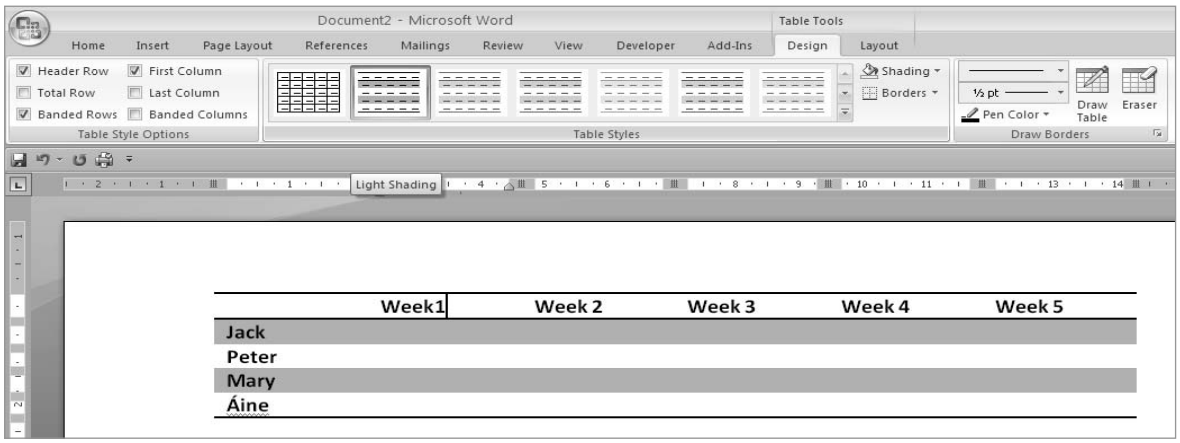
Select the **Design Tab** for the tools below.



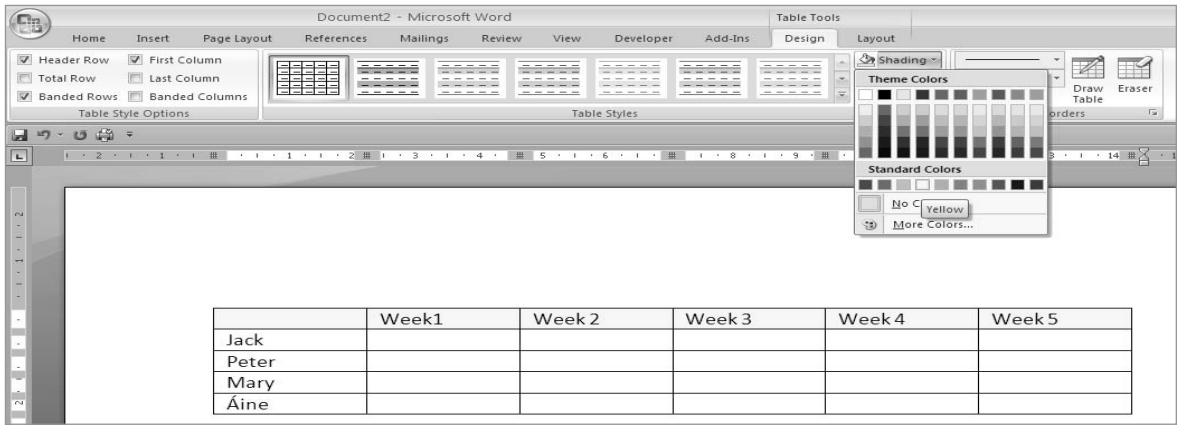
From the **Design tab,** you can set format characteristics for header row, first column, total row, last column using one of the predefined formats.

To use one of the predefined formats

1. Select what parts of the table you wish to format from the **Table Style Options** group.
2. Choose the style in the **Table Styles** group by moving the mouse over the styles to preview and clicking on the desired style.

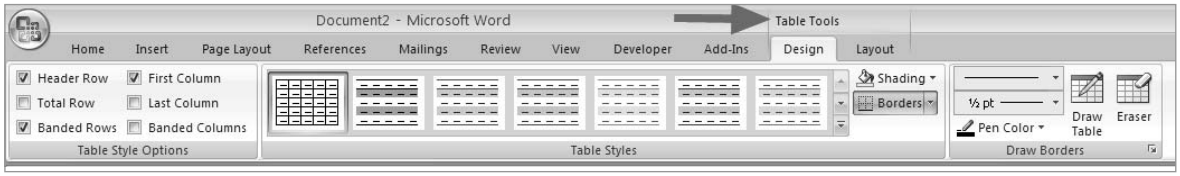


You can create your own style by selecting the table, row or column and changing **shading** or **borders**



The Layout tab in Table Tools

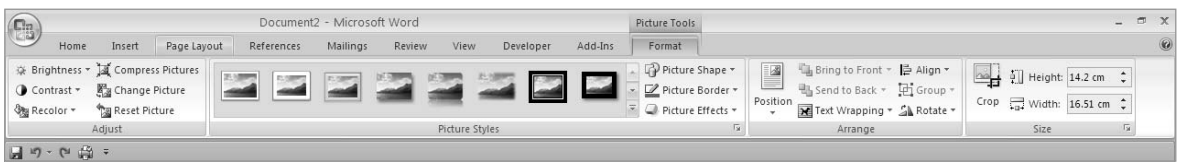
To edit the layout of the table select the **Layout Tab.**



Using the Layout Tab you can determine how the table is aligned on the page and how the cells are spaced within the table itself. The table is an object with a border and a margin, so you can wrap your document text around it if you wish. To specify which side of the table will have text and which will not.

- Click **Properties** will give you the **Table Properties** dialog box, where you can specify wrapping and alignment on the page.

More Picture Tools and Formats



Activity | Tips | Links | Tutor Demo

Hands-on Activity

Using the features of word processing that you have learned, create a resource which you will use in your classroom. This resource should support literacy or numeracy; or you could create a particular resource to support a student with special educational needs (visual timetable for example).

MANAGING YOUR FILES AND FOLDERS

As you become familiar with using Word 2007 or a similar word processing package, you and your students will create numerous files and resources for different elements of classroom use. However, within a short time, a bank of created resources can become unwieldy, creating the technological equivalent of 'I know I have that somewhere but where did I leave it?'

It is essential that both you and your students use a logical system for saving, storing and retrieving files. Creating a file management system from the outset simply means avoiding a 'virtual black hole' where resources disappear without trace. A filing system will help you store your resources efficiently in logically named folders.

What is a File?

A file can be a document created by you or a third party, an image, or another file format. It is identified by a unique filename.

What is a Folder?

A folder has the same function as a real life folder and is used to store 'Files' of different types. A folder can contain many different file types including documents, images, videos and other resources.

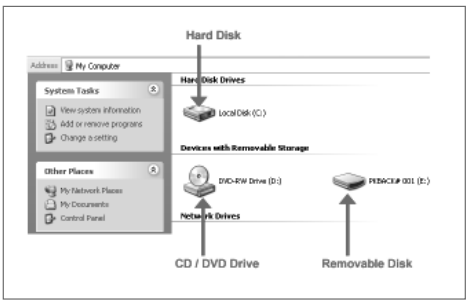
My Documents

FILE MANAGEMENT

To develop a good file management system it is important that you:

- Understand where files on your computer are stored.
- Develop your own system for saving and organising folders.

All data stored on a computer's **Hard-Drive**, (often called the C:Drive) is primary storage. Other storage devices like **CDs, DVD's, USB Flash Drive keys** (memory sticks) are known as secondary storage or removable storage.



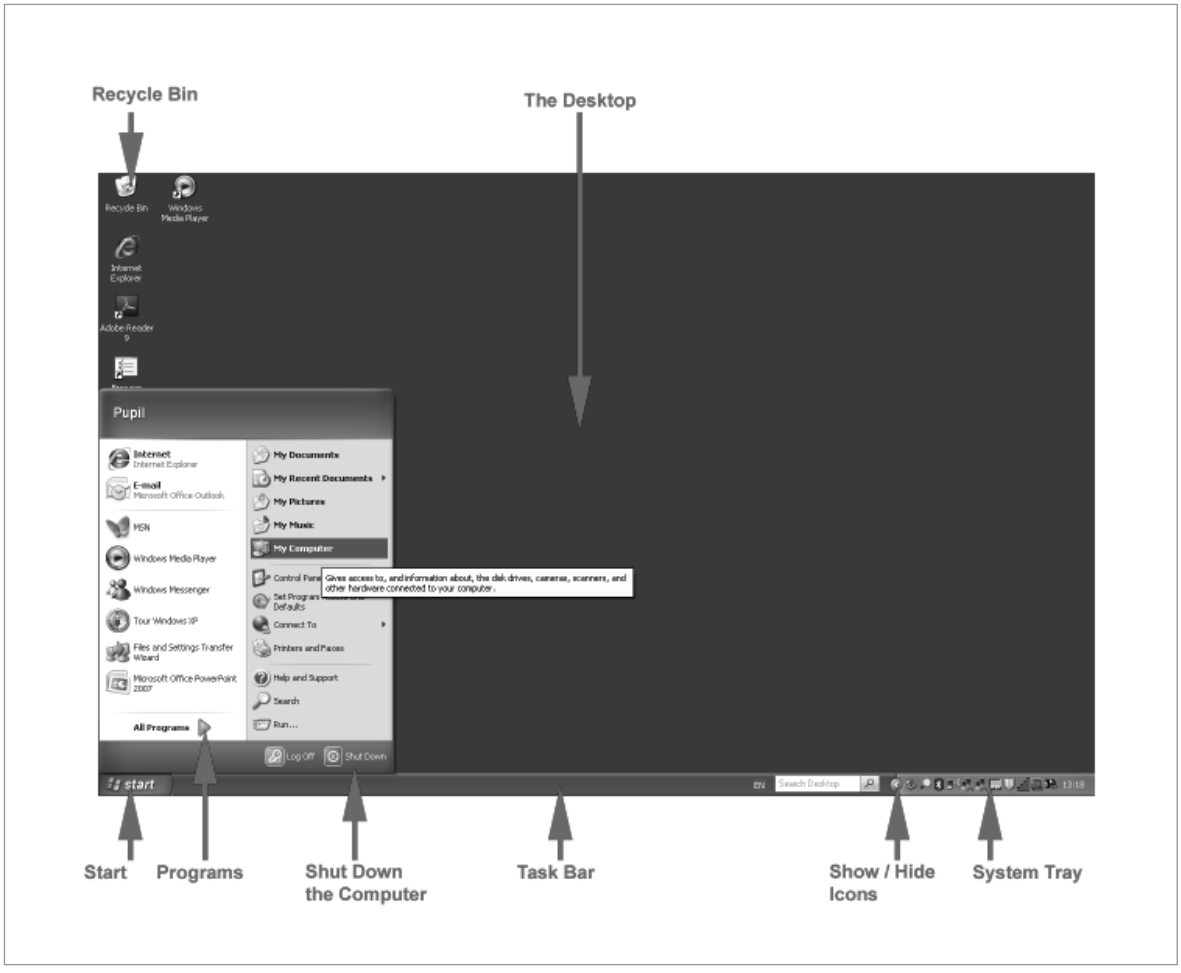
Activity | Tips | Links | Tutor Demo

Creating a Filing System of Folders and Sub-Folders

Jot down some ways in which you can organize or structure your files into folders and sub-folders for literacy and/or numeracy development for your teaching resources.
Primary e.g.
Main Folder- Junior Infants → Sub-folder-English→Sub-folder-Literacy (oral, reading, writing)→Sub-folder-Phonics→Sub-folder- Jolly Phonics.
Post- primary e.g.
Main folder- Junior Cycle Maths ->Sub-folder- Geometry -> Sub-folder- Constructions-> File-Division of a Line Segment into three equal segment_AB_181011

We have learned how to create and save documents and files, now it's time to create folders to store our files. Let's take a quick look at a computer's different areas to see how to manage our filing system.

EXPLORING THE DESKTOP



The **Start Button** provides shortcuts to the document folders, files and programs stored on the computer. The **Shut Down button** is for closing down the computer.

To Shut Down the Computer

1. Click on the **Start Button**.
2. Click on the **Shut Down button** using the left mouse button.
3. Click **OK** on the **Shut Down Windows** box.

The **Taskbar** gives quick access to programs and documents that are open on your **desktop** **Show / Hide Icons** alternatively displays and hides the icons in the System Tray to the right of the arrow.

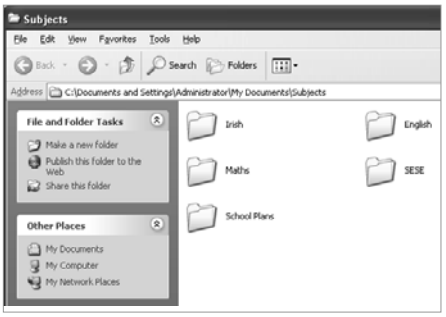
The **System Tray** allows you quick access to certain utilities and programs by double clicking on them.

The **Recycle Bin** is where you place items you wish to delete. If a file is deleted by mistake it can be restored from the Recycle Bin.
The **Desktop** is where you work. Programs open here and you may store files here if you wish for easy access.

EXPLORING MY DOCUMENTS

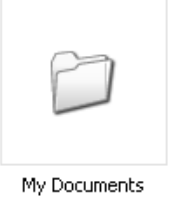
In a Personal Computer the folder called **My Documents** is the default storage area for Word documents. However, one can select a different area such as the Desktop, to also store files. As most files will be stored in **My Documents** it's best to organise loose files into folders and sub-folders or otherwise, as you create more files the My Documents folder will become disorganised.

Each folder will have a folder icon and a name. Managing your folders and files will help you store files efficiently and help you to locate files easily. Having a well-organised filing system will avoid loss of files and time spent searching for misplaced files.



ICON LOCATION

Desktop link to 'My Documents' folder

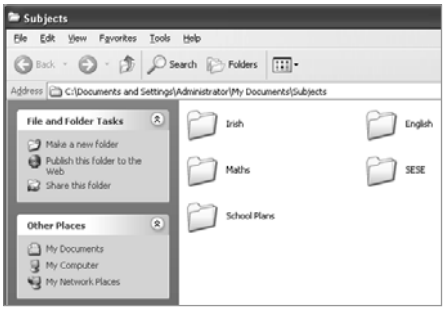


Sub-folder in 'My Documents' for Pictures

Folder created and called 'Gaeilge'

To make a folder in My Documents Folder

1. Open the folder called **My Documents** by double-clicking on it.
2. Click on **Make a new folder** in the list of **File and Folder Tasks** in the left panel.



Name the folder

The words New Folder will appear highlighted under the folder.

1. **Type** in a new name.
2. Press **Enter**

This names your sub-folder inside My Documents Folder.

Activity | Tips | Links | Tutor Demo

Organising Files and Folders in My Documents

- *Create three main folders in My Documents (Gaeilge, English and Maths for example)*
- *Create sub-folders within each of the above folders to organise your files.*
- *Move some files into the appropriate folders.*

Note: *Only move files in the My Documents Folder or on the Desktop. Moving files in other areas may affect the operation of your computer.*

CREATING A FOLDER ON THE DESKTOP

A folder saved on the Desktop will make for easy access but can you think why storing all your files and folders on the Desktop is not best practice?

Activity | Tips | Links | Tutor Demo

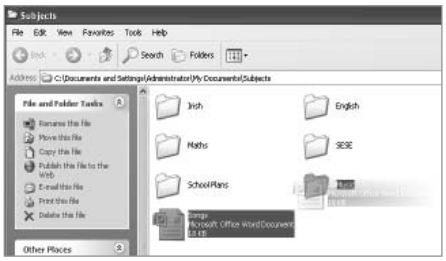
Create a Folder on the Desktop

1. *Right click the Desktop anywhere there is some empty space.*
2. *From the dropdown Menu select New and Folder*
3. *Name your folder.*
4. *Now open the files you created earlier and click the Office Button and select Save As.*
5. *When the Save As dialog box opens click the dropdown arrow in the Save In area and select Desktop.*
6. *Click on your folder and click Open.*
7. *Click Save.*
8. *Now create a sub-folder inside your main folder naming it according to your naming system.*

Folders as we have seen are used on your computer to store files that are associated with each other, as in any filing system. This means that the files will be easier to find and your computer filing system will be more organised. It is good practice to make a new folder for each project. You can create a folder at the same time as saving a document.

Drag and Drop to organise existing files

1. **Click** on an existing file in your main folder on the Desktop with the left mouse button and **hold it down.**
2. The file is now highlighted.
3. Move the file into your new sub-folder by **dragging** the icon over the folder and **releasing** the mouse button.



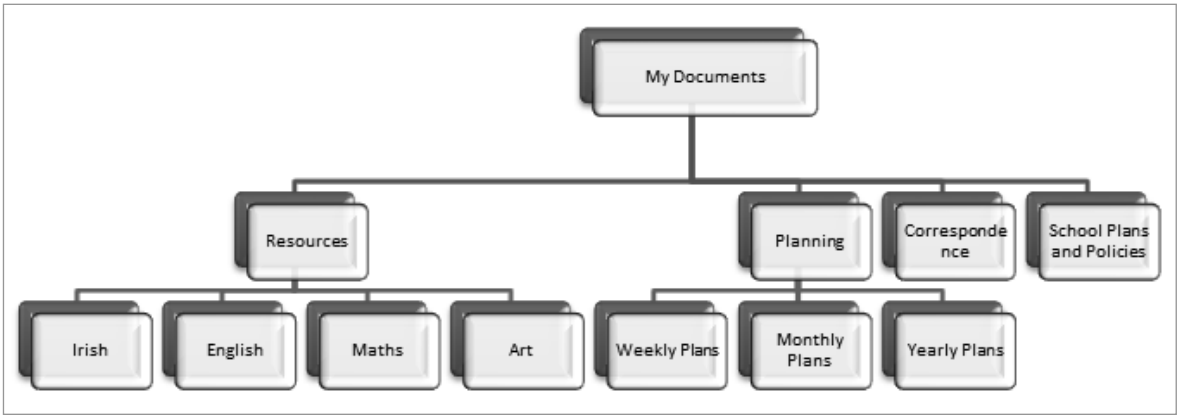
Activity | Tips | Links | Tutor Demo

Filing System Tips

- *Know where your files are being saved, e.g. 'My Documents folder'*
- *Plan your filing system.*
- *The best time to file a document is when you first create it.*
- *Specify a filing system for your class that all students use.*
- *Use clearly labelled file-names. Give files logical, specific names and include dates in file names if possible. The goal when naming files is to be able to tell what the file is about without having to open it and look.*
- *Create other folders within these main folders as need arises. The goal is to have every file in a folder rather than having a bunch of orphan files listed.*
- *Keep your folders uncluttered by clearing out the old files. Do not delete files unless you are absolutely certain that you will never need the file again.*
- *Back up your files regularly.*

Possible Filing Structure for your computer

Folders can be nested inside other folders in a hierarchical system.



Activity | Tips | Links | Tutor Demo

Design your own personalised filing system

It's important to create a logical system for storing files on your own computer. It is possible to reorganise files later but it can be a long and arduous task. Before creating a filing system plan it on paper.

- *Make a list of all the categories of the different types of work you are likely to undertake. These may include school, class, projects, plans, subject etc*
- *Make a list of specific projects for each category. They will become sub-folders.*
- *Files associated with a particular project will eventually be saved into the sub-folders.*

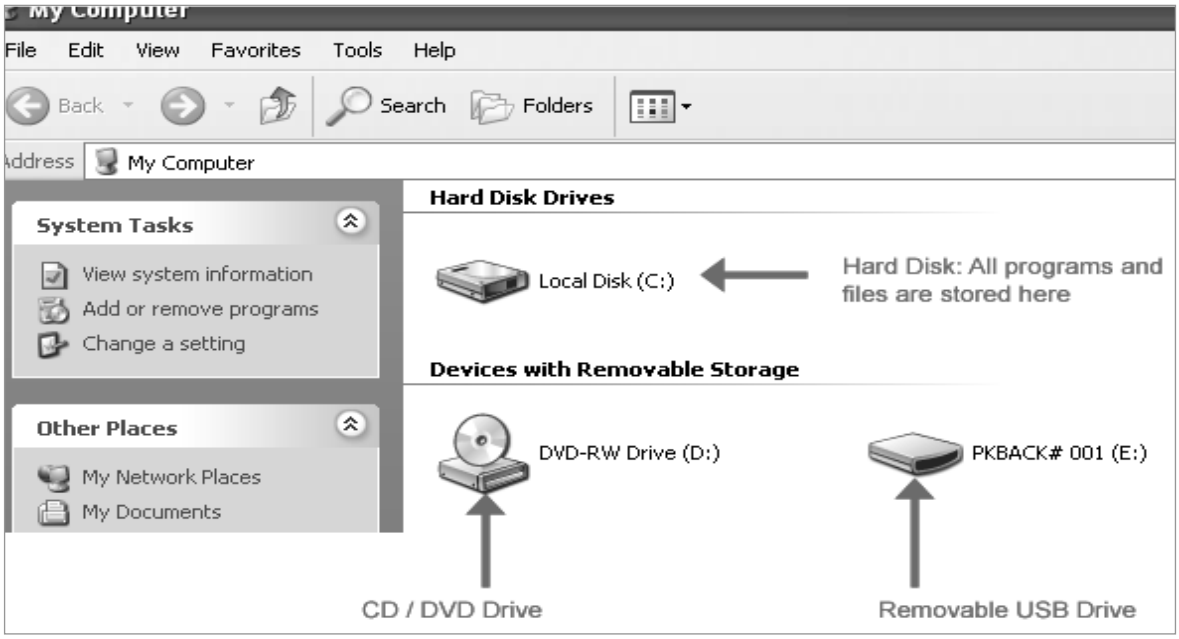
Exploring My Computer

All the programs and files on your computer, including the My Documents Folder are stored on a hard disk: **Local Disk (C:)** This storage area is one of the areas found inside **My Computer.**

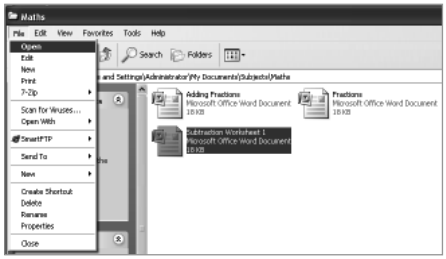
Opening My Computer

1. Position the cursor over the **Start** icon on the bottom left of your screen and click.
2. Move the mouse up over **My Computer** on the menu and click.

Here you will see icons for the Hard Disk, CD / DVD drive and removable drives if you are using them.



Using My Computer to Open a Saved file



Opening files is among the most important operations you will perform on your computer.

Opening files

1. Click **Start.**
2. Click **My Computer.**
3. Click **My Documents** to open its window.
4. If your file is in a folder click on the folder and click on **File** on the top left of the window. Select Open from the drop down menu to **open** the folder window.
5. **Click once** on the file icon you wish to open to highlight it.
6. **Click** on **File** on the top left of your window.
7. Select **Open** from the drop down menu.
8. The program that was used to create the file launches and the file opens in the window.

Activity | Tips | Links | Tutor Demo

Double-clicking to open folders and files

When you get more practice with the mouse you'll find it is easier and quicker to double-click on folder or file icon to open folders and files.

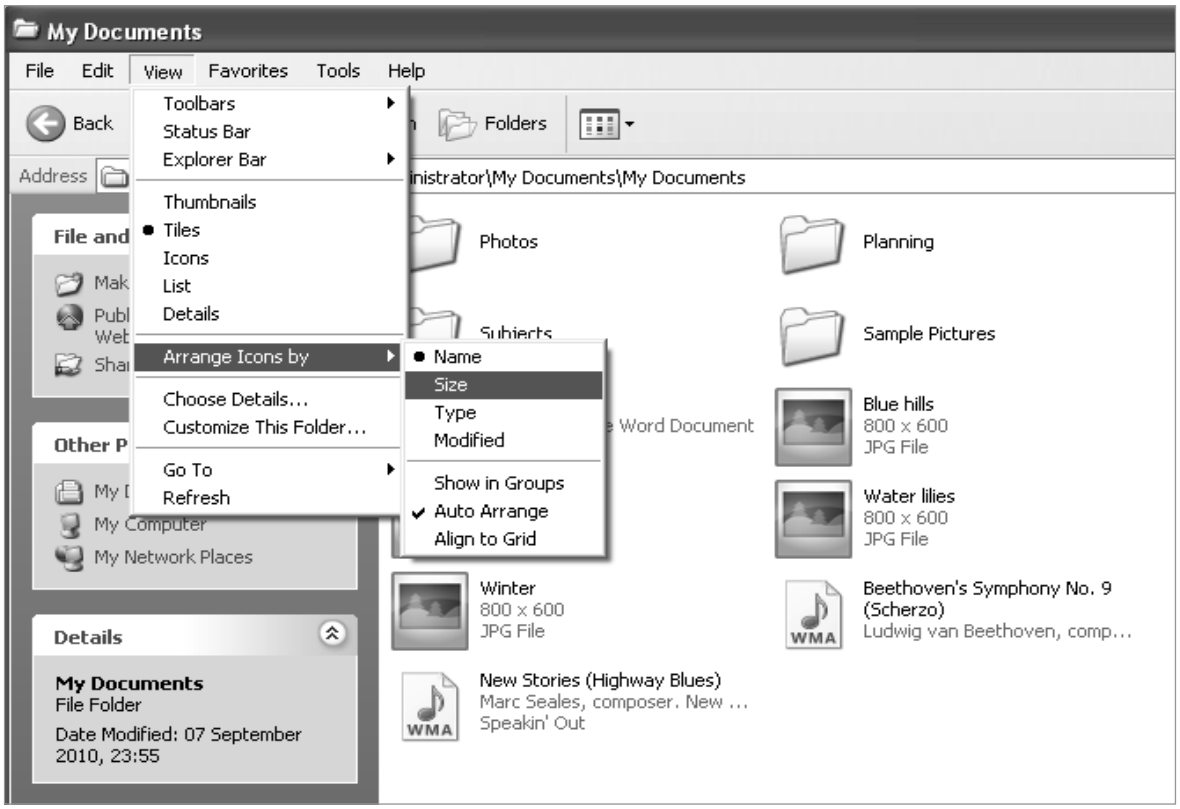
Resizing a Window

You can make a window larger or smaller by clicking on the bottom right corner and dragging it to a new size

Viewing Files in a Window

You can arrange the icons in your window by using **View** in the menu

- You have the option to view the files as thumbnails, tiles, icons, list and details.
- You may arrange the files by name, size, type or modified.



USING WINDOWS EXPLORER TO VIEW FOLDERS AND FILES.

You may also view and manage folders and files using Windows Explorer. This allows you to do all the same things that you would do using Windows conventionally, but it also shows you where a file is saved by guiding you through the **hierarchy** of folders on your computer's hard disk. It is down to personal preference whether or not you wish to use Windows Explorer to manage your files.

To launch Windows Explorer

Method 1

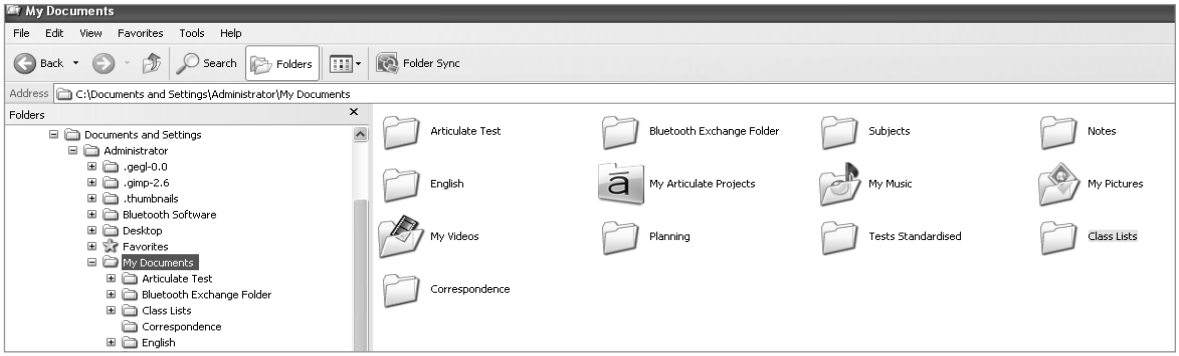
1. Click once on the Start button on the Taskbar in the bottom left of the screen.
2. Choose **All Programs** from the pop up menu.
3. Move the mouse over and click on **Accessories.**
4. Select **Windows Explorer** from the submenu on the side

Method 2

1. Click on the Folders icon.

When you open Windows Explorer a diagram appears in the left panel listing folders that branch from the top level of your computer – the **Desktop.** Folders with a + on the left tells you that there are other sub-folders within that folder. If you click on the + sign a list of the sub-folders appears and the + is replaced by a **-**

See **My Documents** example in the image.



Activity | Tips | Links | Tutor Demo

Folders and Files in Windows Explorer

- ***My Documents*** *folder is automatically highlighted.*
- *Folders are listed in the panel on the left.*
- *Files are not listed in the panel on the left but they do appear in the main panel on the right.*
- *If you click on a folder in the left panel the contents of the folder appear in the right panel.*
- *A + (plus) sign in front of a folder means there are sub-folders inside the main folder.*
- *A – (minus) sign indicates that the main folder has been expanded to list all sub-folders.*

We learned to place our files inside folders but how can you recognize one type of file form another? Each file type (e.g. Word 2007 or PowerPoint 2007) has a unique file extension and a file icon to help identify file types.

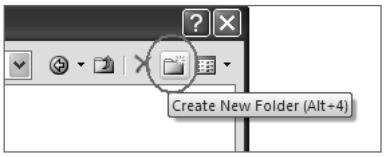
File Extensions and File Icons

When you save a file, a dot and three or four letters are added to the name which indicates its file type. This is known as a **file extension.** The file extension for Word 2007 is **.docx**

Each file type is also given a graphic symbol, also known as an icon. This is always visible and it enables you to recognise the type of file or the program used to create it.

Common File Types		
Icon	**File Name Extension**	**Description**
	.txt	Notepad file
	.docx	Word 2007 file
	.pptx	PowerPoint 2007 file
	.xlsx	Excel 2007 file
	.accdb	Database 2007 File
	.html	Internet Explorer File
	.pdf	Adobe Acrobat File
	.flp	Active Studio 3.0 Flipchart File
	.notebook	Smart Notebook

Another way to create new folders

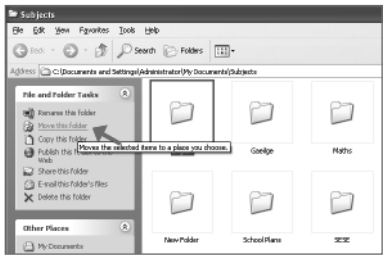


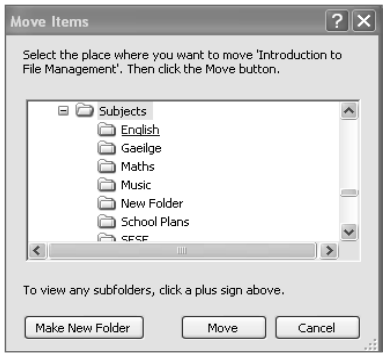
We've learned how to create folders on the Desktop and in My Documents. Here we will see how to use the Office Button to create a new folder.

1. Open Microsoft Word 2007
2. Click on **Office Button** on the top left of the screen
3. Click on **Save.**
4. The **Save as** dialog box opens.
5. It will automatically bring you to the **'My Documents'** Folder (unless the user has specified some other default).
6. To create a new folder click on the **new folder icon** and you will be prompted to give your folder a name.
7. Try to use names that are easily identifiable afterwards.

Your file will then automatically be saved into the new folder you have created and named as a subfolder of **My Documents.**

File and Folder tasks





To **rename, move, copy, publish, share, email** or **delete** files and folders use the File and Folder Tasks menu on the left side of the screen.

1. Click on the file or folder you wish to rename or move to select it.
2. The **File and Folder** Tasks menu opens in the left pane.
3. Click on the desired action e.g. Move.
4. Navigate to desired destination for the file or folder.
5. Click on **Move.**

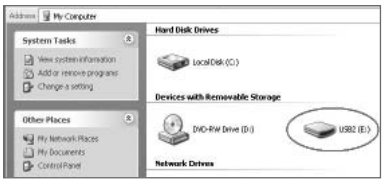
Using a Flash Drive or USB Memory Stick Key

1. Insert the Flash Drive (USB Key) into a USB port on the PC.
2. Wait for the PC to recognise the drive. When a new drive is being inserted for the first time, it takes a few seconds for Windows to recognise and configure the drive.
3. Click on **My Computer.**
4. You will notice that a new drive now exists e.g. USB2 (E:) It may state the name of the disk drive that you have inserted, but this depends on the brand of drive being used.

To copy a file to the USB Drive

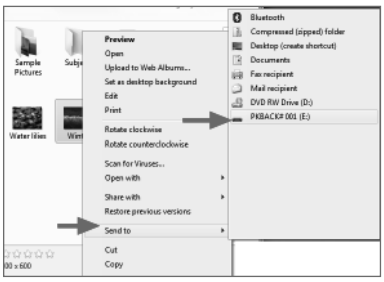
Method 1

1. **Resize** the 'My Computer' window and open the folder which contains the files you wish to copy to the USB drive.
    a. Find the file you want to copy to the USB drive..,
    b. Click once on the file and drag and drop onto the Drive in the 'My Computer' window



Method 2

1. Right click over the file name you wish to put onto the USB drive..
2. Click on Send to the USB drive...



WORD PROCESSING AND ASSESSMENT

Assessment is an essential element of the teaching and learning process. Assessment literature and practice highlight that children learn best when they:

- Know what's expected of them when they are learning.
- Get feedback on how well they are doing in their learning.
- Understand what they can improve on and how they can do this.

Source: NCCA Info@NCCA January 2008

Using word processing you can draw up assessment rubrics to help students know what is expected of them when they are learning and you will also be able to give feedback on learning using text or graphics.

The NCCA outlines two approaches to assessment; **assessment for learning** (AfL) and **assessment of learning** (AoL) on its ACTION.NCCA website. As teachers you may be more familiar with the traditional AoL. However, word processing by the students will not only make learning more enjoyable but will add to the range of assessment methods and allow you to quickly give feedback to the students about their learning.

Using word processing to create Rubrics

One of the tools of AfL is self assessment by students (even Junior Infants!) and a teacher- created rubric, using word processing, is a useful aid to self reflection and self assessment by the student. Rubrics can also be used by students to peer-assess.

A **rubric** describes varying levels of quality in a piece of work. It has two main features:

1. A list of criteria, giving the important elements of the work
2. A set of statements which describe different levels of quality in the work.

The combination of these two elements of the rubric helps to build up a picture for the teacher and the learner of what success will 'look like' in the activity or piece of work.

Source: NCCA Info@NCCA January 2008

Activity | Tips | Links | Tutor Demo

Creating a Rubric

Insert a table into a word document to create a rubric for your students to use to help them self assess and reflect on their own learning.
See examples of rubrics at NCCA Newsletter - Jan08 ***www.ncca.ie*** *and* ***http://edorigami.wikispaces.com*** *> Rubrics - Bloom's Digital Taxonomy*

In the traditional AoL, teachers record and report information on the student's progress and achievement to the student themselves, their parents, other teachers, and other professionals. Word processing will help in all these activities.

Activity | Tips | Links | Tutor Demo | Discussion

Discuss with other participants ways in which you could use word processing and file management skills to assist with assessing the students in your class using both AoL and AfL. Share your ideas with the Tutor and the other teachers.
See ***www.action.ncca.ie/en/afl/primary-afl for an AfL*** *toolkit and examples.*

You will find many word processing activities for use in assessment appropriate to the curriculum and your students. Some examples below can be found on the NCCA ACTION website www.action.ncca.ie and you will find others in past NCCA Newsletters *www.ncca.ie/en/News_Press/Newsletter/*

Activity | Tips | Links | Tutor Demo

Word processing student activities for assessment purposes

- *Students are asked to imagine they are a journalist live at the scene immediately after an earthquake, and to write a newspaper/television report and present their work using a word processor.*
- *Students are asked to write a modern version of the parable of The Good Samaritan.*
- *A favourite auntie is coming to stay with for a day. Students are asked to set the breakfast menu for her. Draw up a menu for the breakfast stating why you picked each food/dish.*
- *Leaving Certificate Applied English teachers could choose a poet, Michael Longley for example. After appropriate teaching, ask students to take particular themes and present a word processed project on his poetry. This project can be used for assessment.*

Word processing teacher activities for assessment

- *Create worksheets/assessment tasks to help students assess their learning in specific topics.*
- *Record results using word processing.*
- *Create flash cards/personal word cards for students.*

File management

- *Each student creates an e-Portfolio folder and selects their best examples of work to store in the folder.*
- *Teacher creates a folder for each class/area of the curriculum with samples of students' work.*

NOTES

NOTES

National Centre for Technology in Education
Ionad Náisiúnta don Teicneolaíocht san Oideachas

MODULE 2

THE INTERNET AND EMAIL

SUGGESTED DURATION OF MODULE

2.5 hours

OBJECTIVES

This module will enable the participant to:

- Browse the Internet and use the Toolbars, Favourites and Links in a web browser to locate educational resources.
- Search effectively using appropriate key words for classroom resources and relevant educational material.
- Create, send and organise email messages.
- Share and exchange information using e-mail in the classroom.
- Recognise how communications software will help integrate ICT in teaching and learning across the curriculum and can achieve the objectives of all four areas of the ICT Framework.
- Apply best practice in relation to Copyright, Creative Commons, data protection and the citing and acknowledgment of ownership of images, text, videos and music sourced online.
- Consider how to apply Internet Safety best practice when using the Internet in teaching and learning.

WHY USE THE INTERNET IN THE CLASSROOM?

The Internet has become an everyday tool. Our students have never known a world without it and so the technology is invisible to them since it has always been there for them. As teachers our challenge is to maximise the educational benefits of the technology and educate them by employing the tools and technologies that they have grown up with. The rich resources of the Internet can help bring about inter-disciplinary and collaborative learning. As well as the need to engage our students by using the new tools in our classroom we need to help students navigate safely through the information found on the Internet.

The Internet enables students to:

- Research, access and retrieve information.
  Access dynamic, multimedia interactive resources which encourage student motivation and engagement.
- Access a vast amount of resources that are otherwise not available in any one geographical location.
- Develop skills related to critical thinking, problem solving, and group work.
- Publish their work to a real audience worldwide.
- Experience places individually, in small groups, or as a whole class that would not be otherwise accessible and become more globally aware.
- Communicate and collaborate with peers and experts, from other parts of the country or other countries, in real time.
- Share information with parents and other students using a school website.
- Access school related resources outside of school hours.
- Develop an independence and autonomy that is important for students to achieve in their learning process

The Internet enables the teacher to:

- Research, access and retrieve information.
- Access information instantly and present it to students.
- Present information to the students using a variety of teaching methodologies to appeal to the different learning styles of the students.
- Provide educational opportunities for students based on their abilities and interests.
- Communicate class activities to the parents and the world.
- Share expertise with peers and overcome the isolation of a classroom.
- Find a wealth of resource materials, both educational and administrative.
- Avail of online continuing professional development

"Our students will leave school as capable independent learners, able to use ICT confidently, creatively and productively, able to communicate effectively, able to work collaboratively, and to critically evaluate, manage and use information."

NCCA ICT Vision

Using the Internet and email for learning and teaching will enable the teacher to put the NCCA ICT Framework into effect to help students become capable independent learners. The ICT Framework provides **a guide to teachers** for embedding ICT in curriculum and assessment across curriculum subjects. Using the Internet and email with students will enable teachers to support students in all four Areas of the ICT Framework:

Area C - Exploring the potential of ICT to **create, communicate, and collaborate** to organise and produce information.

Area F - Understanding and applying knowledge of the **functions** of ICT including safe practice, maintenance and ergonomics.

Area S - Developing a critical appreciation of the **role of ICT in society** and habits which reflect ethical and responsible use of ICT.

Area T - Using ICT for **thinking and learning** including managing enquiry, assessing information, solving problems, and expressing ideas across a range of curriculum areas.

It is important to note that Area T for Level 2 states that a 3rd class primary student should be enabled "to research, access and retrieve information" using the Internet.

THE INTERNET AND LITERACY SKILLS

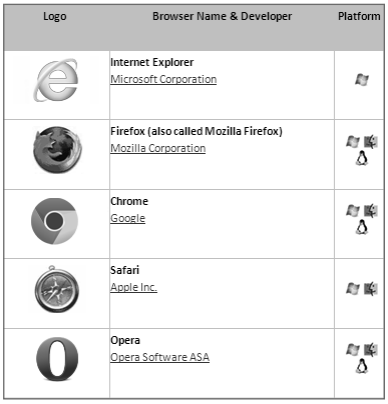
For the student the Internet provides a powerful resource for learning as well as an efficient means of communication. To fully avail of its vast resources students need to be information and media literate. They need to learn the skills of effective searching, information handling and the importance of critically evaluating the materials they find. They need to understand the issues of plagiarism and copyright, particularly in relation to copying schoolwork or downloading music and videos.

The Internet provides access to subject learning across a vast range of learning areas. Teachers can help students develop search strategies, and the ability to compare, evaluate and use information ethically and responsibly. Students can develop their editing skills and learn to write for an audience. Writing for a real audience for a class wiki, blog or website, as opposed to writing in their copybook, can develop writing and multi-media authoring skills. It can also encouraging peer review and provide a real context and purpose for learning.

Students will actively use all four language skills; reading, writing, listening and speaking, as they research, create and communicate online. Learning seems to occur most effectively when students have opportunities to use language for real purposes. The process of preparing a piece of work to be shared online is a purposeful activity that involves finding information, reflecting upon that information, interpreting it and creating something new. Sharing the created product with others provides an audience for the student and acts as a springboard for discussion and interaction.

Web Browsers

A Web browser is a software application that, primarily, allows you to view Web pages and navigate the World Wide Web.
A browser presents information on the screen in various ways. e.g. text, images, movie clips, sound etc.
The most popular web browsers are shown in the image. For the purposes of this course we will use Microsoft Internet Explore 8.



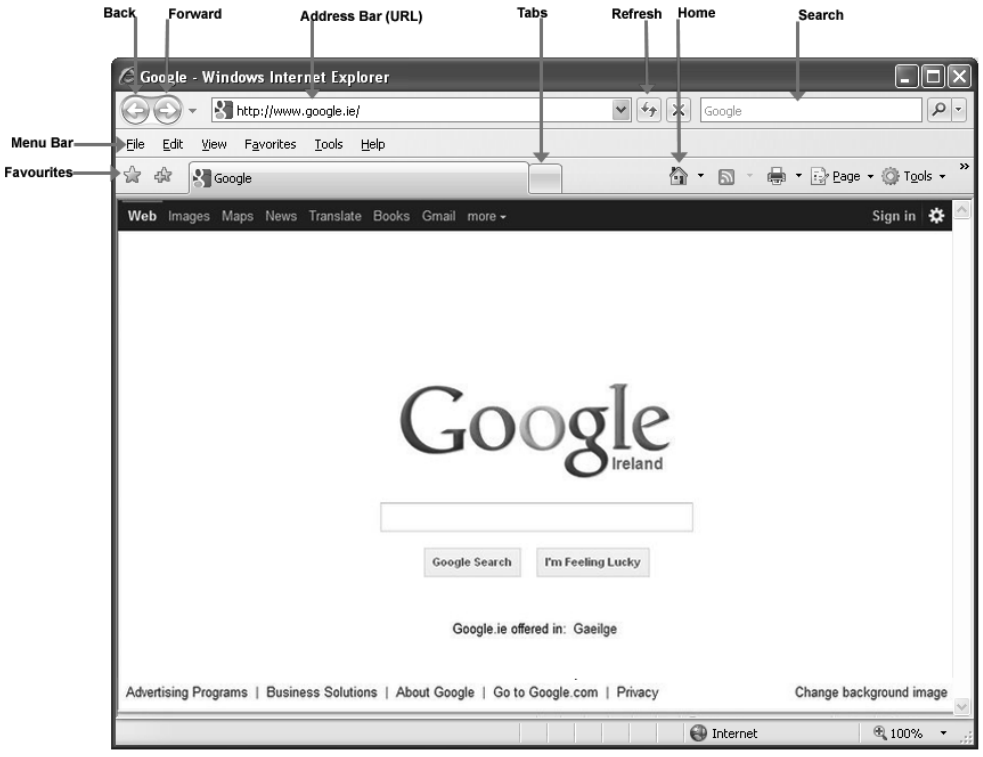
INTERNET EXPLORER

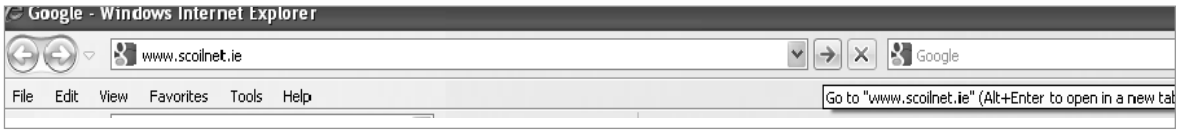
To launch Internet Explorer

1. Click on the **Start** Button
2. Select the **Internet Explorer** icon

The Internet Explorer Window

When you open Internet Explorer, the **Home page** will begin to load. The browser window can be set to open with the Home page of your choice.




Google - Windows Internet Explorer
www.scoilnet.ie
Google
File Edit View Favorites Tools Help
Go to "www.scoilnet.ie" (Alt+Enter to open in a new tab

To open a new website

If you know the address of the website you may enter it.

1. Click in the **Address Bar** and **select** the **address** there
2. Type www.scoilnet.ie to open the Scoilnet Website
3. Press **Enter** or **Click** on the **Go** button to the right of the address bar.

If you do not know the address of the website you may use a Search Engine e.g. Google as described later.

USING THE BROWSER

While browsing the World Wide Web, the **Back** and **Forward** buttons allow you to retrace your steps by moving back to a page visited earlier and then move forward to pages visited again. They will not remember pages if you shut down and restart the browser.

The **Stop** button stops your browser loading a page. Useful, if you accidentally click on a link before finishing reading a page, or, if a page is taking a long time to open.

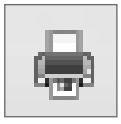
The **Refresh** button reloads a page. It may happen that the browser stops loading a page before all the images have appeared. Clicking Refresh will reload the page along with the missing images.

The **Home** button is a Link back to the Web page that always opens when you launch your Internet browser. Normally it is the home page of your Internet Service Provider (ISP), but this can be changed to any page (including one on your own computer).

The **Search** button opens a tool for searching the Web. Searching is dealt with in more detail later.

The **Favorites** button opens a folder where links to Web pages you want to visit frequently are stored. Favorites are dealt with in greater detail later.

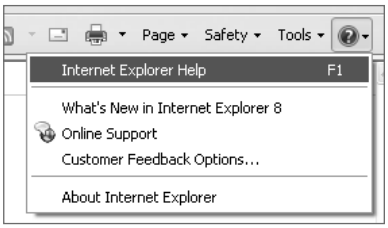
The **History** button opens a folder that stores links to Web pages you have visited. The History folder is dealt with in greater detail later.



The **Print** Button sends the current page to your printer. This is useful for printing short Web pages quickly. Note: A web page does not mean a single A4 page. A web page could be several pages long.

Help

The Help button can be of great assistance if you are having difficulties with any aspect on using Internet Explorer.
You may also access help by



- Clicking on the help button on the right side of the browser toolbar or by
- **Pressing** the **F1** key on the keyboard

All schools in the Schools Broadband Network, managed by the NCTE, have access to safe filtered education appropriate Internet content in school.

In addition Scoilnet, www.scoilnet.ie with over 12,000 Irish curriculum classroom-ready resources and its online reference tools such as Britannica Online, provides safe, reliable and accurate information and learning and teaching resources. ImageBank, www.imagebank.ie a photo sharing library created by the NCTE, provides moderated images and photos for homework, project and classroom use.

When in school using the school's network, students will be protected from harmful and inappropriate content. However, we all know that students can access the Internet at anytime in anyplace. They do not always access it in school or under the supervision of a teacher. So while a school provides some protection against inappropriate content the best protection one can give a student is to teach them to be "Internet literate" and to be aware of being safe online.
See www.webwise.ie for Internet Safety advice and lesson plans.

Activity | Tips | Links | Tutor Demo

Open your web browser and type in the following website address: www.ncte.ie
Click on Training
Find out what is Whole School Training.
What is the minimum number of teachers required for a Whole School Training event?
What is the cost of organising a Whole School Training event?

Activity | Tips | Links | Tutor Demo

Open www.ncte.ie/Broadband/Filtering to learn about the six broadband filtering levels. Which level has your school selected?
The majority of schools are on Level 3 but some schools have moved to Level 4 in order to access YouTube in school. Discuss with other participants the advantages and disadvantages for your school in allowing a video sharing site like YouTube to be available in classrooms.
Did you know there is a YouTube Safety Mode?
Read the Webwise article for teachers at www.webwise.ie

Activity | Tips | Links | Tutor Demo

Open http://lexipedia.com and enter a word or term you used recently in class that was new to your students. Can you see how a site like this would appeal to students?
Take a moment to consider ways in which you could use the Internet to support literacy and numeracy in your classroom.

Hyperlinks

Web Pages are linked to other pages within a website, and to other websites. To navigate to another web page or website link, you need to click the required option. These **links** are called **Hyperlinks.**

A Hyperlink can be a piece of text, usually underlined, e.g. www.ncte.ie, a picture or a graphic, which links one web page to another. These links are to be found in all Web pages. When clicked, a link will automatically retrieve the linked page and open it. When you move the mouse over a link, the cursor will change from an arrow to a hand.

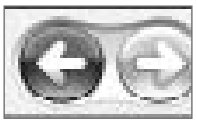
Changes to

Activity | Tips | Links | Tutor Demo

Using a new website with students

It's wise to always fully preview a site by clicking on all of its links before using it with students. This way you can vet its content for age appropriateness and check that it is advertisement free.

Using the Back button



It is easy to 'get lost' in a website by continually clicking on links which lead you further into the site or off on to other sites. At any point you can re-trace your steps by clicking the Back button on the toolbar. Using the **Back button** brings you back along the path you travelled, one step at a time.

You will sometimes find that the Back button is greyed out. When this occurs, it indicates that you clicked on a link, which opened into a **new window** or a **new tab.** To continue your journey backwards, you must close that new window or tab. You may have opened several new windows. When you get back to and close the first window you opened, the Back button will again become greyed out.

Navigating menu

When you click this arrow, a list of Web pages you have visited in that session is dropped down underneath the arrow. To return to one of these pages, click on the required page in the list.

Address menu

Internet Explorer makes a list of sites you visit regularly or access by entering the address in the Address Bar.

You can open any of the listed sites by placing the mouse over the arrow at the end of the address bar:

1. Click once.
   A drop down menu appears.
2. Use the scroll bar if necessary to see a full list.
3. Click on the address you wish to visit and it will appear in the address bar.

The browser will make a connection to the website automatically.

Browsing history

Another means of accessing websites that you have already visited is to use the History option in the browser. This keeps a record of all the websites that you have visited in the past few days or weeks. The length of time the History will be recorded can be specified. You can also clear the History whenever you wish to start afresh.

You may access the History by:

1. Click on the arrow beside the **Forward** and **Back** buttons

or

1. Click on **Favorites**

2. Select the **History** tab

3. Click on the site you wish to return to.

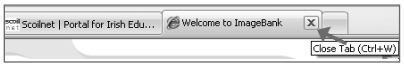
Tabbed Browsing

Tabbed browsing is a feature in newer browsers that enables you to open multiple websites in a single browser window. You can open web pages in new tabs, and switch between them by clicking the tabs you want to view.
To view other sites at the same time, just click the new tab button in the toolbar and then type the address of the site you want to visit in the address bar. Your home page stays open in the first tab.

Activity | Tips | Links | Tutor Demo

Opening Scoilnet in a new tab

Click on a new tab and type www.scoilnet.ie into the address bar.
On the homepage under the heading Using Scoilnet click on "10 ways to use Scoilnet".

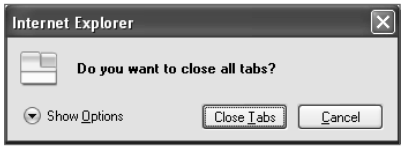


Closing tabs is as easy as opening them.
Click the close button that appears on the right side of the selected tab.
When you have several tabs open, use **Quick Tabs** to find the site you want to view or to close sites you are no longer interested in viewing.
If you have more than one tab open, click the **Close Tab** button on the tab you want to close.

Activity | Tips | Links | Tutor Demo

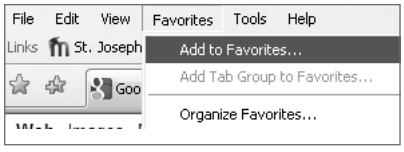
An up-to-date browser

It's a good idea to keep your browser up to date. Updates are free and offer you best protection against viruses or software bugs. Indeed you will find that older versions of browsers are increasingly not supported by the manufacturer e.g. Microsoft no longer supports or recommends use of Internet Explorer 6.



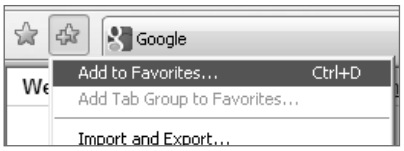
If you click the **Close** button in the upper-right corner of Internet Explorer 8, you will be asked whether you want to close the tab you are currently viewing, or all tabs. Closing all tab will close the entire browser window.

THE FAVORITES FOLDER



Placing a website link in the Internet Explorer **Favorites Folder** is a useful way to help you keep track of websites you like and wish to return to.

ADDING SITES TO THE FAVORITE FOLDER



When you visit a particular site frequently or find a site of special educational interest, you may add it to the **Favorites folder** and **"bookmark"** it for future, fast access.
Adding sites to the Favorites folder means you do not need to remember and type long URLs (Web addresses). You simply open the Favorites folder and click on the site required.

1. Click on **Add to Favorites** icon.
2. Select **Add to Favorites.**
3. The **Add a Favorites** dialog box opens and the name of the favourite will be shown in the **Name** box.
4. You may rename the favourite by deleting the selected name and typing in your preferred name. The chosen name is a label to help you identify the site. It does not alter the name of the website.

Bookmark 'Scoilnet for Teachers'

1. Open www.ncte.ie/upload/ScoilnetForTeachers/player.html
2. Click the Next button at the bottom right of the screen to view a few pages.
3. Click on **Add to Favorites** icon.
4. Select **Add to Favorites** for later viewing.

Activity | Tips | Links | Tutor Demo

Organising Favorites Folder

In time your Favorites Folder will become unwieldy with a huge list of websites. It is a good idea to create sub-folders to group websites into topic areas e.g. SEN, Scoilnet Resources , ICT Courses, Lesson Ideas for easier use.

MAKE A FOLDER IN FAVORITES

If you wish make a new folder to file your new site:

1. Click on **New Folder** and the **Create a Folder** dialog box opens.
2. Enter the Folder Name i.e. Literacy.
3. Select **Create**

Activity | Tips | Links | Tutor Demo

Creating Sub-Folders in Favorite Folder

Type the following URLs into the address bar and click the Enter key or the Go button.

1. *www.scoilnet.ie*
2. *www.imagebank.ie*
3. *www.webwise.ie*
4. *www.hist.ie*
5. *www.german.ie*
6. *www.french.ie*

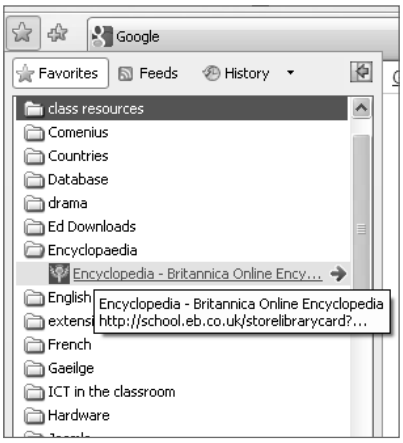
Add each site to your Favourites Folder having first created a sub-folder named NCTE Sites.

Opening the Favorites Folder

In time you will create a filing system of sub-folders inside the Favorites Folder. To open a folder:

1. Click on the **Favorites** icon to open the Favorites menu.
2. Click on the folder you wish to open.

Alternatively you can click on Favorites on the Menubar of the browser.



SEARCHING THE WEB

These are a variety of the search engines on the Internet where you can search for links to sites. A search engine is a piece of information software that enables users to search the Internet using keywords and other information such as language and country.
The search engines match your search criteria to web pages that are listed in their index.

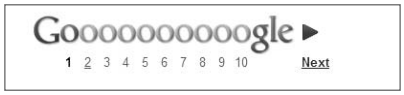
Activity | Tips | Links | Tutor Demo | **Search Engines**

Here are some of the most popular search engines:

- www.google.ie
- www.bing.com
- www.yahoo.com
- www.altavista.com
- www.askkids.com

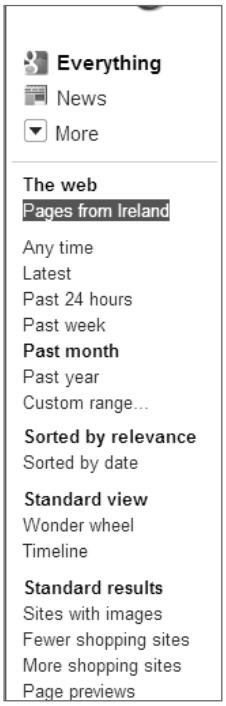
You can search by simply typing a name, a place or a phrase eg.:

1. Type **Dublin** in the blank field.
   Click on search.
2. A list of websites, "hits", will appear with the word or words you used in your search being highlighted in **Bold** font style. They are **hyperlinks**. The most relevant matches are listed first. A brief summary of the contents of the website will appear under the heading
3. Click on the **hyperlink** and it will open your chosen website.



When you use a general search word or phrase you will get pages of results. To access the other pages:

1. Scroll to the bottom of the page
2. **Click** on the **page number** or **Next**



Use the Internet to learn about Searching

There are sites to help you learn how to search.
See How to use and teach with Google at
http://livebinders.com/play/play_or_edit?id=3803
or
watch some videos on How to search at
https://sites.google.com/site/mrpbps01/.
Google's own search tips can be found at
www.google.com/support/websearch .

Activity | Tips | Links | Tutor Demo

Information overload for students with special educational needs

Information overload created by millions of search results can be quite daunting for anyone, but in particular students with special educational needs. Some may also find it difficult to navigate their way through millions of search returns. Show students how to open a result page in a second tab by right ***clicking*** *on an individual page link among the millions returned by Google. The original search page remains opened, and when the website in the new tab has been explored by the students they can click back to the search results page to explore other websites.*

Activity | Tips | Links | Tutor Demo

Google Search Tip

Placing a phrase e.g." Primary Schools in Dublin" inside inverted commas will narrow a search in Google. This can be a helpful tip for students, especially for students who have attention difficulty and who get frustrated with large amounts of data handling. It can also be helpful to students with literacy or co-ordination difficulties.

Other searching tips using Google

If you want to be more specific and cut down search time, you can add other keywords or search words to specify areas or time periods within which to search. As you get used to searching you will learn how to improve the accuracy of searches, both in terms of keywords to use, time spent and relevance of the websites found.

- Using more than one keyword makes the search more specific.
- Use logical expressions such as AND, OR and NOT. They help to narrow down the search e.g. Primary AND School will look for pages with both words

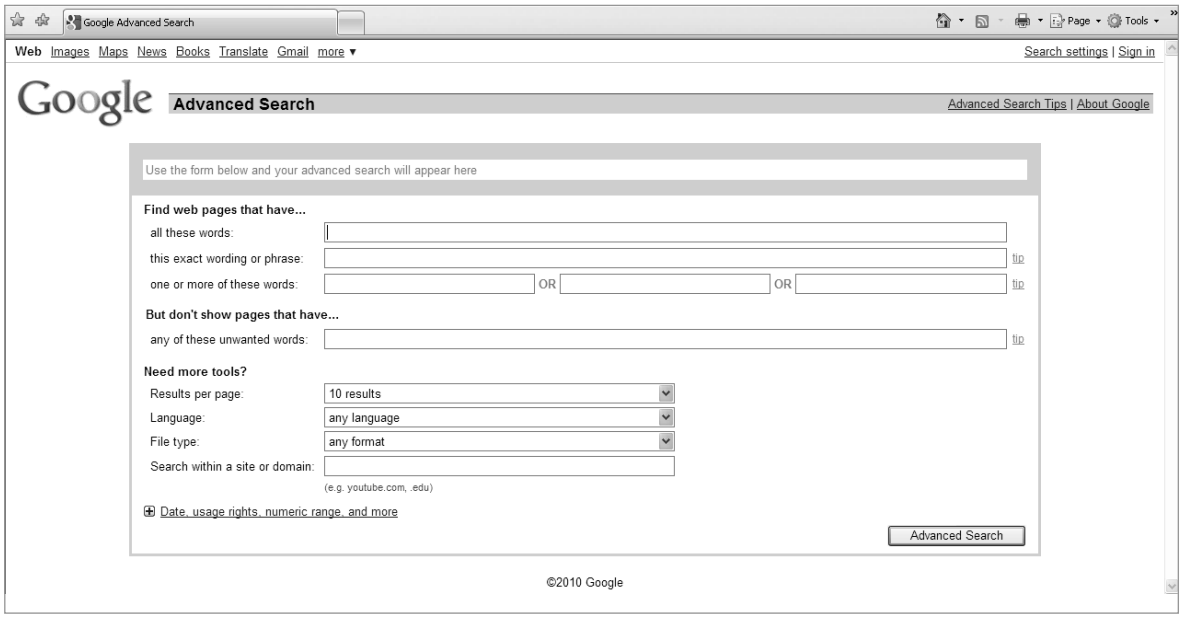
Activity | Tips | Links | Tutor Demo

Managing Search Results

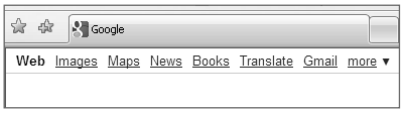
Even when you have refined your search you may have a huge number of results pages to read through so when you find a site that is useful add it immediately to your Favorites Folder by bookmarking the web address. This way you will not have to remember the site or have to run the search again in a few days!
For more flexibility you could create a free social bookmarking account and save your useful finds online so that you can access it on any of your computers or you can share it with your students. Take a look at the NCTE's social bookmarking favourites www.delicious.com/ncte and bookmark any sites you find useful.

When using Google you may use:

- **Search Pages from Ireland**, over **Time,** Sorted by Relevance
- **The Advanced Search** option. This allows you to be much more specific in your search and ensure that there are fewer results and that they are more relevant to your needs



You have options on top of the page to search for:



- Web pages
- News
- Book
- Maps
- Images

Activity | Tips | Links | Tutor Demo

Using the internet to find literacy resources

- *Use the URLs below to find and save resources for any subject area you teach that you can use to help develop the literacy or numeracy skills of your students:*

1. *www.google.ie*
2. *www.irishtimes.com*
3. *www.mathszone.co.uk > KS1 /KS2 tab on top of the page*
4. *www.literactive.com*
5. *www.readwritethink.org.*

SEARCHING FOR IMAGES

You can of course click on the Google Image link and enter your keyword into the Image search box. Millions of images will be returned in an instant, not all will be appropriate for your uses but more than likely all images will be copyright protected.

1. Open Google
2. Click on Images
3. Enter rabbits in the Image Search box.
4. Click on any of the 5 million images you like
5. Click on its file name e.g rabbit.jpg
6. Note its copyright details.

Copyright

It can be difficult to find images that are appropriate, copyright free and freely available for educational use in schools. As a rule, you and your students must assume an image is copyright protected. To comply with copyright law, permission must be sought to use an image and the copyright holder must be credited. Where a copyright holder grants use for educational non-commercial use you and your students must still acknowledge copyright and cite your source.

You should consult your school's ICT Acceptable Use Policy in regard to copyright and publishing and teach students their responsibilities in complying with copyright law.

Teaching students that the images and art work they find online are protected by copyright or trademark and must always be credited and cited is a key digital literacy skill.

NCCA's ICT Framework and Copyright

Area S of the NCCA ICT Framework outlines how all students from Junior Infants to Junior Certificate should be "enabled to demonstrate an awareness of, and comply with, responsible and ethical use of ICT".
NCCA ICT Framework www.action.ncca.ie/en/ict-framework/opportunities
There are three levels of learning development in the ICT Framework and each level has its demonstrations of learning in **Area S:**

Level 1 (Junior Infants to Second Class) will be able to demonstrate their learning in regard to ownership and copyright when they:

- Develop a concept of ownership of personal work (e.g. understanding why they should not copy or change work created by others).
- Realise that Internet sites and CD programmes have a creator or author.

Level 2 (Third Class to Sixth Class) will be able to demonstrate their learning in regard to responsible use of the digital media when they:

- Acknowledge the use of others' ideas, work and sources in creating personal, class and group projects (e.g. identifying and recording the name of the author of information or images copied from the Internet).
- Recognise the reason for copyright laws and apply them appropriately (e.g. in relation to text, images, audio from Internet sites and other sources).

Level 3 (First Year to Third Year Junior Cert) will be able to demonstrate their learning in regard to ethical and responsible ICT use when they:

- Demonstrate an awareness of and comply with national and international copyright laws and fair use guidelines and creative commons in relation to using copyrighted materials for educational purposes.
- Acknowledge the use of others' ideas and work in creating personal and class projects by maintaining a bibliography of resources used and acquire permission of use where required.

SAFER IMAGE SEARCHING

If you ask your students to use the classroom computers to search for images for their projects or classwork you will need to take proactive action to ensure that only age appropriate images are accessed or viewed by the students.

The danger for children in terms of open image search is the immediacy of images. Children can be confronted unwittingly with unwanted or offensive images. They accept media content at face value and may be frightened by media images, whether real or fictional. NCTE developed ImageBank, a photo library website for safer image searching in schools. Students and teachers can search for and share photos for educational use. All are free to use once copyright is acknowledged.

1. Open www.imagebank.ie
2. Search for a photo.
3. Before you click **Save Image** to download the photo click on the **magnifier** icon under the picture to view the **Image Details.**
4. Note the copyright holder's name.

You will find other image sharing websites in the Useful Links area at the end of the manual. Another option a teacher can use is apply Google SafeSearch even on the teaching computer so that no inappropriate images of a sexual or violent nature might appear on the digital projector screen during class.

There are three options related to Google SafeSearch filtering:

- **Strict filtering** filters sexually explicit video and images from Google Search result pages, as well as results that might link to explicit content.
- **Moderate filtering** excludes sexually explicit video and images from Google Search result pages, but does not filter results that might link to explicit content. This is the default SafeSearch setting.
- **No filtering** turns off SafeSearch filtering completely.

Activity | Tips | Links | Tutor Demo

SafeSearch in Google

Learn about Google SafeSeach at www.google.com/support/websearch > Customize your experience > Search Preferences > SafeSearch Filtering.

Apply SafeSearch and then:

- *Search using Google Image search for images of your local area or for images in your subject area.*
- *Create a folder in Favorites with a suitable name e.g. History Images or CSPE Images etc. and save the image search results into your sub-folder.*
- *Search for three websites to support a topic you are currently teaching that you can use in your classroom.*

Encyclopaedia Britannica through Scoilnet

NCTE has made Encyclopaedia Britannica available through Scoilnet in schools. See www.scoilnet.ie/britannica.shtm Thousands of images, video clips, graphs, diagrams, animations, maps, atlases are contained in each version of Britannica Online.

- Open Briticanna
- Search in any topic that you teach for a Word File, a video clip or a podcast.
- Open each item to view or to listen to it.

Britannica supplies a **Cite Media** button with each image to provide ready -made citation details. Once the source and copyright is acknowledged you and your students may add images and graphic elements to your word documents, slideshows or worksheets.

Activity | Tips | Links | Tutor Demo

Using Britannica's Cite Media button

Open Scoilnet, click on Britannica.
Select the Britannica version most appropriate to your students.
Search for a famous person by entering their name in the search box.
Click on any photo or image of the person that is returned by your search.
When the image opens click the Cite Media button at the top right of the screen.
Note the Citation Details which can be quickly copied by you and your students and pasted into a Bibliography page or Acknowledgements slide. .
Free Home Access for Teachers to Britannica Online
Remember as a teacher you may also use Britannica Online at home once you have registered for a free Scoilnet Teachers Account. See https://admin.scoilnet.ie/registration/to register.

DOWNLOADING FILES

To **download** a file from the Internet means to transfer information from a remote computer to your own computer. There are a number of ways files can be downloaded.

Downloading a single file e.g. Word file

Right click the word file and select "Save Target As" to download.
The **Save** in dialogue box will open and you can select where you want to download to and can change the name also at this point.
Click **Save** and the **Download** box will open. Click **Open** if you wish to view the file.

Downloading Images

- On the **Scoilnet Homepage Right click on the Britannica,** Access in your school image and select **Save Image As.**
- This opens the **Save Picture** window. Select a folder in the **Save in:** box and rename the file.

Downloading a Video

Enter the search term 'free video downloaders' into Google to see a range of web tools that will help you download videos from the Internet. You will need a downloader that can work with the file format of the video you wish to download.

As well as downloading a video one can now **Share the link** to the video or **Embed a video** on the school website or class blog.

Share a Video Link

- Open www.ncte.ie and in the Good Practice section, go to the Videos page
- Click Play on any video you would like to Share.
- Click on the Share button on the right-hand side when it becomes visible.
- Click the Copy URL button and paste the video link into an email to send to others.

To embed a video you follow the same steps as above but click the Embed button to Copy the code. If you have a class blog you can paste the code in HTML view into the blog editor.

Downloading an Audio file

While most audio files are now podcasted online there are still occasions to download audio files. Project Gutenburg provides copyright and free audio books that one can download.

- Go to www.gutenberg.org/browse/categories/1
- Click on any title.
- Click on the blue download arrow in the 'Download this eBook' window.
- When the File Download dialogue box opens select Save.

Unlike elsewhere online Project Gutenberg actively encourages distribution and reusing of its copyright free books. While it ensures that it shares only copyright free books it also takes care to explain copyright and the term 'free'.

From Project Gutenberg,

"The word free in the English language does not distinguish between free of charge and freedom. Free of charge means that you don't have to pay for the book you received. Freedom denotes that you may do as you like with the book you received.

This distinction is immaterial if you just want to read a book privately, but it becomes of utmost importance if you want to work with the book:

You are a teacher and want to use the book in class.
You wrote a thesis about the book and want to distribute the book along with your thesis.
You have a literary web site and want to distribute the book to your audience.
You are a writer and want to adapt the book for the stage.

*If the book you got is just free of charge, you may do **none** of the above things. You may not even make a copy of the book and give it to your best friend. But if the book you got is free as in freedom you may do anything you like with that book. Clearly free as in freedom beats free of charge. Fortunately almost all Project Gutenberg ebooks are free of charge **and** free as in freedom."*

Source: www.gutenberg.org/wiki/Gutenberg:No_Cost_or_Freedom

Automatic download by a Web browser

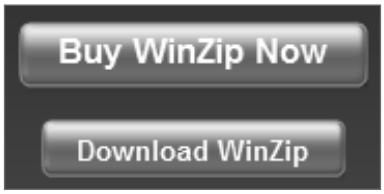
You might want to download updates for software on your computer, new versions of printer drivers for example, special add-ons for packages like Microsoft Word, games, anti-virus software updates and virus definitions etc. Large compressed files like these, once you give the command to download, will sometimes decompress and install themselves automatically. These files present you with options, e.g. where the program will be installed, which you must decide.

Downloading Zip Files

Keeping files sizes to a minimum on the Internet is of vital importance and you will find many large files available on the Internet are compressed. Zipping files is one method of reducing their size. Compressed files need special software to decompress them once downloaded. The downloaded file then needs to be opened and normally instructions are provided on how to proceed.

A Zipped or compressed file has been reduced to its smallest size using specialized software. To expand or Unzip the file after download you will need a version of the same or similar software. The current standard for Zipping and Unzipping files is **WinZip** but there are free programmes available online. We will work with a trial version here.

- Go to www.winzip.com
- Click the **Download Winzip** button on the **WinZip home page.**



- Click the **Download Winzip Now** button.

- You must now decide what will happen to the file. Either

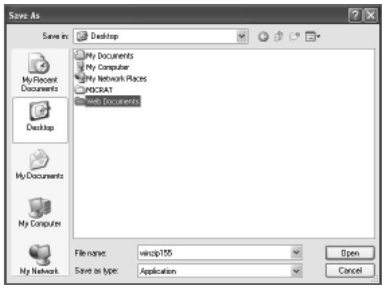
a) Run the program from its current location

b) Save this program to disk

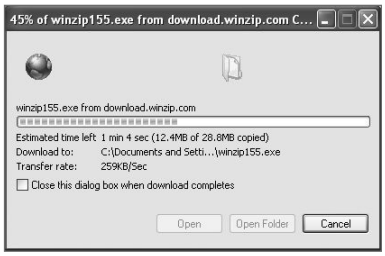
- The first option means the computer will download and then open and install the file. This means you have no control over where the file ends up. It is better to go with the second option; it gives you much more control over the operation.
- Select **Save this program to disk** and **click OK.**

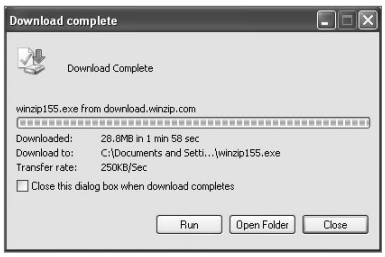
File Download - Security Warning
Do you want to run or save this file?
Name: winzip155.exe
Type: Application, 28.8MB
From: download.winzip.com
Run
Save
Cancel
While files from the Internet can be useful, this file type can potentially harm your computer. If you do not trust the source, do not run or save this software. What's the risk?

- Next you will be asked where to save it; we will save it in a **Web Documents** folder on the desktop.



- Once the computer knows where to save the file, it will begin the download.
- The **File Download** window tells you the name of the file being saved, the **Estimated time** left and where the file will **Download to**.
- Once the download is complete another window appears giving you three options.
- **Run** will open the downloaded file. It may begin to install itself, asking a series of questions. Generally it is best to accept the suggestions made by the software (i.e. the default settings).
- **Open Folder** will open the folder in which the file is stored while **Close** will close the **Download complete** dialogue box.


45% of winzip155.exe from download.winzip.com C...
winzip155.exe from download.winzip.com
Estimated time left 1 min 4 sec (12.4MB of 28.8MB copied)
Download to: C:\Documents and Setti...\winzip155.exe
Transfer rate: 259KB/Sec
Close this dialog box when download completes
Open
Open Folder
Cancel



Activity | Tips | Links | Tutor Demo

With a partner, complete each of the Internet Skills in the checklist below.

Internet Skills Checklist

Skills	Tick when done
Open/Close the Browser	
Type in a URL/Address	
Navigate the Web using links	
Navigate the Web using the **Back & Forward** buttons	
Add a Web page to the **Favorites** Folder	
Print a Web page using the **Print** button (if a printer is available)	
Access the History Folder and use it to access two previously visited Web pages.	
Clear the History folder.	
Access and add two sites to the **Favorites** folder.	
Organise the **Favorites** Folder.	
Open, play and save Web pages, images and sound files to a folder.	
Find specific information using a Search Engine/Web Directory	
Download a PDF file, a PowerPoint or Excel file from the Web and save to your computer.	

Activity | Tips | Links | Tutor Demo | Literacy

Activities to support Literacy

Primary

- *Explore www.scoilnet.ie to find resources related to literacy development for your class level*
- *Go to the Jenny Eather website http://writingfun.com/writingfun2010.html and look at some of the activities here. How would you use these in your classroom?*
- *Look at the The Week in Pictures on www.rte.ie/news/galleries.html . Working in pairs or groups children can create stories to accompany these images or create a summary of the news of the week. Children can use word processing to present their news or can deliver it orally to the class using the digital projector to display the relevant image.*
- *Explore www.readwritethink.org – identify a resource which you could use to support literacy in your classroom.*
- *Go to BBC Learning http://www.bbc.co.uk/learning/ and search for activities which support literacy. Save one to your Favourites.*
- *Add any of the useful resources you have found to your Favourites folder*
- *For Interactive Whiteboard resources selected for their relevance to the Irish school curriculum, explore www.cbiproject.net*

Post Primary

- *Explore the Scoilnet www.scoilnet.ie Resource Finder for activities that support your subject area. Save one activity to your subject folder.*
- *Go to BBC Learning http://www.bbc.co.uk/learning/ and search for activities for your classroom. Save one to your favourites.*
- *Purdue University has a "Writing Lab" for Grades 7 - 12 (our secondary school) with lots of advice on good quality writing. See http://owl.english.purdue.edu/owl/resource/677/01/*
- *Go to YouTube www.youtube.com and search there using Robert Frost and The Road not Taken as search terms. Examine a number of the video presentations and save two in your subject favourites for later use in class.*
- *Explore www.french.ie or www.german.ie, listen to podcasts, bookmark any that you can use with your classes.*

The Junior Certificate English curriculum requires that students develop a critical consciousness with respect to all language use. The following exercise could be used to examine the use of English across many websites in most subject areas.

- *Ask Third Year students to research a major international news story using RTE news, BBC news and Fox News www.rte.ie/news, www.bbc.co.uk/news, www.foxnews.com. Students compare and contrast the language used in the three reports and speculate why RTE, the BBC and Fox reported the story in a particular way.*
- *A similar exercise could be organises using El Pais (Spanish), Der Spiegel (German) or le Monde (French). www.elpais.com, www.spiegel.de, www.lemonde.fr*

Activity | Tips | Links | Tutor Demo | Literacy

Using the Internet for Numeracy Development

Numeracy is fundamental for life and to all subject areas – in the exercises below search for educational sites that will engage your students in an online activity. Find interactive activities that you could use in class using your digital projector.

Try to find activities that involve giving the mouse and the wireless-keyboard to a student or group of students and let them demonstrate a mathematical concept using the interactive activity. If you have an interactive whiteboard, the students can use the pen or touch features of the screen to interact.

Save the activities in your favourites.

- *Search in Scoilnet 'Resource Finder' for suitable Maths or related materials appropriate to your students' level, primary or post primary.*
- *Go to www.cbiproject.net and search for suitable resources to support numeracy development.*
- *Maths teachers can save the Project Maths and the GeoGebra websites to their favourites www.projectmaths.ie/, www.geogebra.org/cms*
- *In Project Maths enter NCCA and Project Maths into the web browser search box. Explore the LINKS to useful websites.*
- *Explore www.ncca.ie/en/Curriculum_and_Assessment/Post-Primary_Education/Project_Maths/Links/PM_Links.html. In RESOURCES see the multimedia presentations on geometry and trigonometry.*
- *Science teachers can go to YouTube www.youtube.com and search there using junior certificate, cabinteely community school, physics, or leaving certificate as search terms. Choose one video and save it to you favourites.*

The Internet and Assessment

The Internet gives you access to millions of lesson plans and assessment interactive, quizzes and rubrics.

- Open **Resource Finder** in Scoilnet and search under any topic you teach for quizzes or games to assess learning. Bookmark your findings.
- Open http://edorigami.wikispaces.com, go to Rubrics - Bloom's Digital Taxonomy and select rubrics that you can use in your teaching.
- There are free online rubric makers, see http://rubistar.4teachers.org and assessment tools for teachers http://educate.intel.com/en/AssessingProjects/index.htm

Activity | Tips | Links | Tutor Demo | SEN

The Internet and special educational needs

The Internet is a particularly useful tool to support students with special educational needs. With lots of images, interactivity and colour, it can be a very motivational teaching and learning tool.

It is important to select websites with these students in mind however and ensure they are accessible, easy to navigate and well laid out.

If you would like to learn more about web accessibility log on to http://www.w3.org/WAI/eval/Overview.html

Activity | Tips | Links | Tutor Demo

Discussion Activity

With a particular student with special educational needs in mind, describe how you could use the Internet in your classroom, in order to support this student's learning.

Discuss how you will use the Internet in your classroom to support literacy or numeracy. Share any ideas for classroom activities that you have with the other teachers on this course.

Activity | Tips | Links | Tutor Demo

Subscribe to ***Scoilnet Newsletter*** *www.scoilnet.ie, see the ready-made* ***Theme Pages*** *for primary and post primary, open the* ***Irish Schools are Blogging*** *page to see how schools are using the Internet. On the Homepage under 'Popular areas' click on* ***Tools for Teachers.*** *View some of the* ***Star School*** *websites.*

Resources for Teachers
www.etwinning .org
www.teachnet.ie

Internet Safety
www.webwise.ie
www.ncte.ie/InternetSafety
www.ncte.ie/Broadband/ContentFiltering

Free Online WebTools
Google Documents http://docs.google.com
Microsoft Office Live www.officelive.com/en-GB/

Copyright
Video explaining copyright using Disney clips.
www.cartoonbrew.com/disney/a-fairy-use-tale.html
Fun copyright interactive www.cyberbee.com/cb_copyright.swf
Copyright for Kids www.copyrightkids.org

Citing Sources
Simple layouts from 6 years onwards http://kathyschrock.net/research/works2.htm
Avoid Plagiarism http://kathyschrock.net/research/plagiarism.htm

Fair Use Guidelines for Teachers
http://www.halldavidson.net/chartshort.html

Curriculum and Assessment
www.ncca.ie (have a look at the online curriculum planning tool)
www.action.ncca.ie

Safer Passwords

Remember to keep your passwords safe and secure. Try to choose strong passwords that will not be easily guessed, a mix of capitals and lower case alphanumerics is best. Always close your browser if you are going to leave your computer unattended. If asked by Internet Explorer or any other browser if you would like the browser to remember a password you have just entered only agree if using your personal computer, never do so on a public or shared computer.

INTRODUCTION TO EMAIL

Why use email in the classroom?

- Email helps to develop literacy and communication skills as students share ideas and information and interact with others.
- Communicating with peers is an integral part of the learning process. Email provides a great opportunity for students to interact with each other, and to collaborate on projects. Students are motivated by the social experience of exchanging emails with e-pals and classroom peers.
- Email encourages and motivates students to write for a real audience of their peers instead of merely composing for the teacher.
- Unlike worksheets and drills, writing to peers with email creates authentic learning experiences, providing deeper learning and encouraging higher-order thinking skills.
- Email facilitates collaboration between students and between teachers and is an effective communication tool between home and school. Homework may be assigned and completed projects transferred between home and school using email.
- By using mailing lists, teachers have access to colleagues with similar interests outside of their own school. This allows them access to shared information.
- Students and teachers may exchange images, sound files or video using attachments.
- Students can request information and receive responses quickly using email.
- Email is a 'greener' form of communication as it reduces the amount of paper used.

Activity | Tips | Links | Tutor Demo

Email and literacy

Open www.ncte.ie, go to the Good Practice section and click on Videos and watch the Email to Teddy video.
Can you think of some ways in which using email may support the development of literacy in your classroom?
Share your ideas with the other participants.

WHAT IS EMAIL?

Email is electronic mail sent using the Internet. It is free, fast, global and easy to use.
When sending a letter, using traditional mail, sometimes referred to as 'Snail Mail' to distinguish it from email, you have to know the address to send it to.
To send an email you must also know the recipient's email address. The 'snail mail' postman can sometimes deliver a letter even though the address is inaccurate or incomplete but with email you must have the complete address and type it correctly, including all the punctuation. The email message will not be delivered if the address is not correct.

An email address

If you have an Internet account, you will have an email address, a username and a password. The address is made up of a user name and the name of the Internet service provider.

joebloggs@gmail.com

- The **username** is in front of the @ symbol
- The service provider is after the '@' symbol (gmail.com in the case above.)
- Do not be tempted to correct spelling mistakes in somebody's address.
- Spaces **never** form part of an email address.

The @ symbol

Hold down the **Shift key** and press the @ key.

What is Gmail?

Gmail is a free, search-based webmail service. Gmail makes it easy to locate messages. Gmail includes over 7 GB of storage space and it's free.

To Sign up for a Gmail Account

To create a Gmail address:

1. go to http://mail.google.com/mail/signup

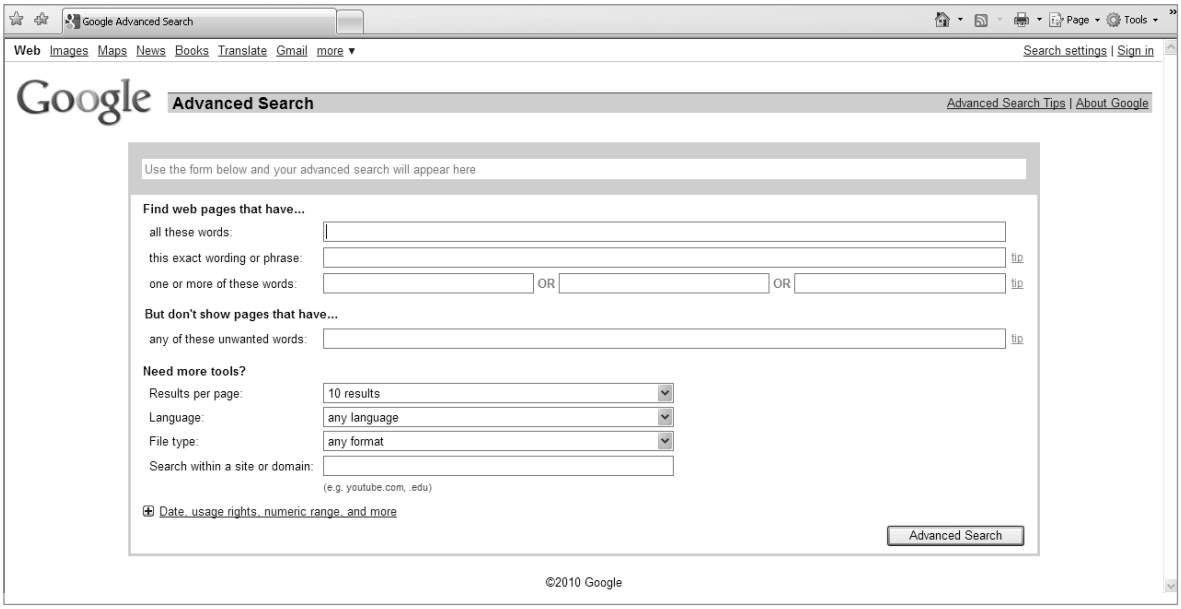
   or

   Click on **Sign in** on the Google search page www.google.ie

2. Select **Create an account now**

3. Complete the form with your account details

4. Click on **Show me my account**

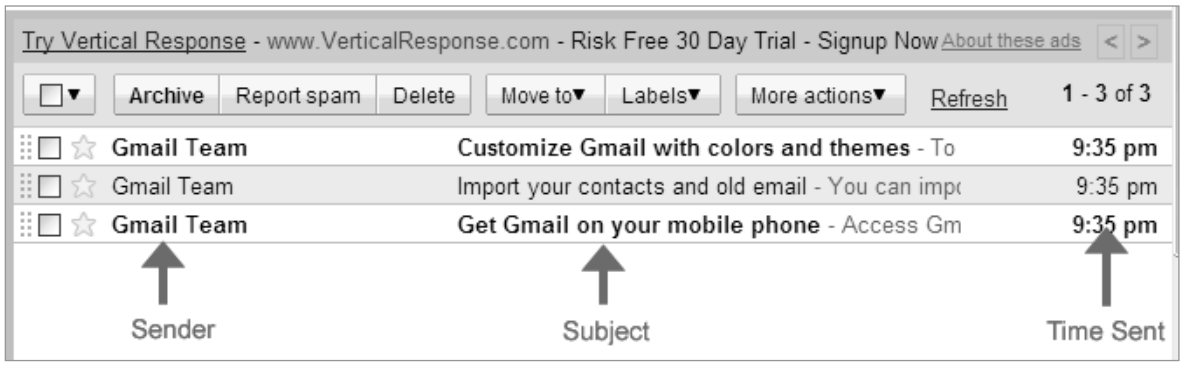


Your **Gmail account** page opens.

To read an email

When you receive an email it goes into your **Inbox.**

- The number in parentheses (3) indicates the number of **unread emails.**
- Emails that appear in **Bold** writing have not been opened yet.
- When you open an email it tells you **name of the sender**, the **subject** and the **time** the message was sent.

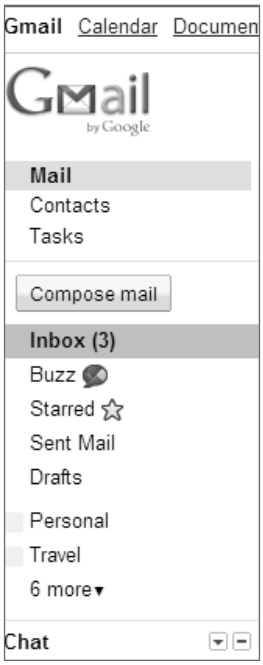


Activity | Tips | Links | Tutor Demo

Open an email

Click once on any email in your Inbox sent to you by the Gmail Team.
Open it, read it and then click the Back to Inbox link above the opened email to return to your Inbox.

Gmail Overview



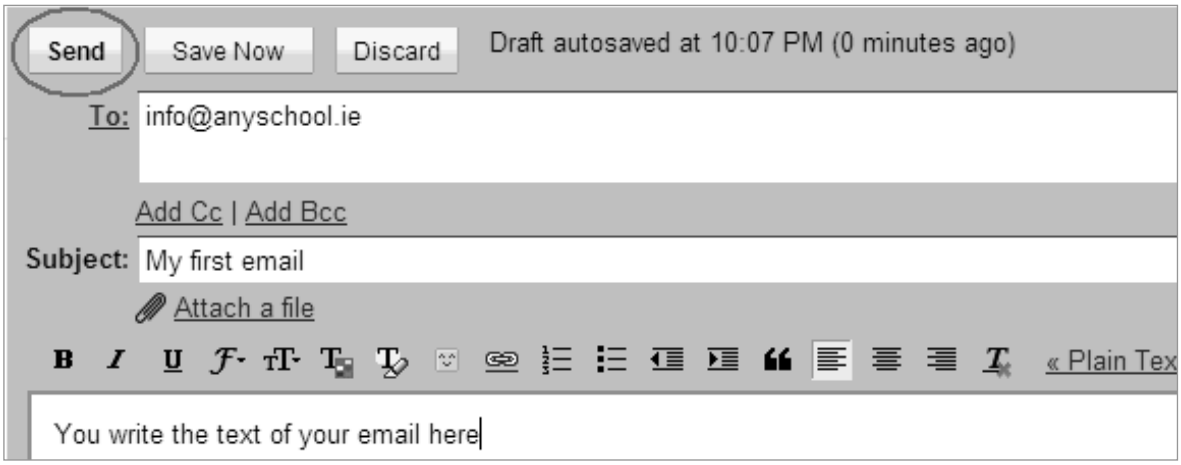
1. **Compose Mail:** Click on Compose Mail to write and send an email
2. **Inbox** shows your emails you have received (the number in parentheses indicates how many **unread emails** you have).
3. **Starred** shows you only messages you've marked with a star (use stars to mean whatever you'd like).
4. **Chats**: lists your archived Chat conversations.
5. **Sent Mail** shows messages you've sent.
6. **Drafts** houses messages you've started and saved to work on later.
7. **Customized** labels show labels you've created (e.g. 'Coupons' or 'Travel')
8. **All Mail** shows you almost all of your mail; you'll see content from your Inbox, Starred, Chats, Sent, Drafts, and all your archived messages; you won't see **Spam** or **Trash.**
9. **Spam** is where suspicious messages are stored.
10. **Trash** is where messages you delete end up; you can empty the trash whenever you feel like it.
11. **Contacts** lists the email addresses of people you've corresponded with; you can add more details as you see fit.
12. **Tasks** lets you enter and track to-do lists.

Sending and Receiving mail

To send an email

1. Click the **Compose Mail** link on any Gmail screen (it's on the left, under the Gmail logo).
2. Enter your recipient's email address. You can type the address in the '**To**:' field. Later when you have some contacts in your **Contacts list** you can find the address there.
3. Enter a subject for your message in the '**Subject:**' field.
4. Write your message in the large blank **field.**
5. When you've finished composing, click the **Send** button (located just above the 'To:' field).

You'll see a confirmation at the top of the window that your message was sent.



Activity | Tips | Links | Tutor Demo

Message Subjects

All emails should have a subject line indicating the content of the email. Try to use subject lines that are clear and directly related to the content of your mail. Your recipient will see at a glance the relevance of your mail and this should encourage a faster response.

Using Carbon Copies (Add Cc)

You can send a copy of an email to one or more people at the same time by clicking on Add Cc and adding their addresses. All recipients of the message will see the other recipients' email addresses in this case.

Activity | Tips | Links | Tutor Demo

Your Data Protection Responsibilities

All emails should have a subject line indicating the content of the email. Try to use subject lines that are clear and directly related to the content of your mail. Your recipient will see at a glance the relevance of your mail and this should encourage a faster response.

Using Blind Carbon Copy (Add Bcc)

If you're sending a message to several people and want to hide each recipient's email address, you can use the blind carbon copy feature (Bcc).

1. **Click on Add Bcc.**
2. **Enter the email addresses that you do not want to display to the recipients in the Bcc field**

Activity | Tips | Links | Tutor Demo

Your Data Protection Responsibilities

Compose an email and send to three participants in the group. Add one address to the To: field, one to the Cc field and one to the Bcc field.
When forwarding an e-mail to more than one recipient, address the e-mail to yourself and Bcc: (Blind Carbon Copy) everyone else. The addresses entered as Bcc will not appear on the delivered e-mails. Try this now.

Reply to an email

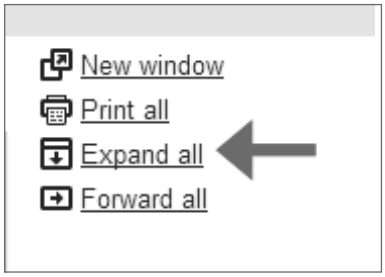
When you receive an email message you can reply to the message rather than having to enter the address and subject again.

1. Click **Reply** to reply only to the message sender, or
2. **Reply All** to reply to everyone who received the message.

To forward a message

1. **Open** the email and select the message to forward.
2. **Click Forward** from the bottom of the message.
3. Enter the email address(es) to which the email should be forwarded, and add any notes in the message field. If the message has attachments, you can choose not to forward them by deselecting the checkbox next to the filename below the **Subject** field.
4. Click **Send**

Conversations



Gmail groups all replies with their original message, creating a single **conversation or thread.** In other email systems, responses appear as separate messages in your inbox so you may have to go through all your mail to follow the conversation. In Gmail, replies to replies (and replies to those replies) are displayed in one place, in chronological order. This makes it easier to understand the context of a message and to follow the conversation thread.

When you open one message in a conversation, all of your related messages will be stacked on top of each other, like a deck of cards. This is the **Conversation View.** The newest message is always the one you see first.

To see all the messages in a conversation, just click **Expand all.**

- A conversation will break off into a new thread if the subject line of the conversation is changed.
- When participating in an ongoing e-mail "conversation," don't start a completely new e-mail each time you respond. Either continue the conversation or if creating a new mail Include some content from the last email to provide context for the conversation.

Activity | Tips | Links | Tutor Demo

Discussion Activity

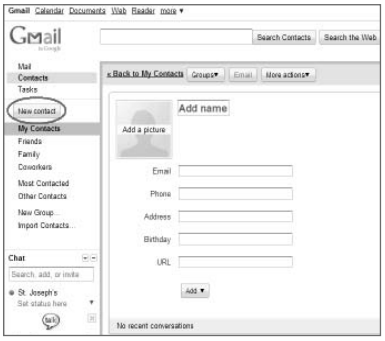
Consider how email could be used in your classroom to enhance the learning experience for students with special educational needs. Share any ideas you have with the other teachers on this course.

Contacts

1. Click **Contacts** along the left side of any page.
2. Click the **New Contact** button in the top-left corner of the **Contact Manager.**

Enter your contact's information in the appropriate fields. Any information you add will save automatically.
You can enter additional contact info by clicking the **Add** drop-down menu. You may also add an image of the contact if you wish.

Email addresses are automatically added to your Contacts list each time you use the **Reply, Reply to all**, or **Forward** functions to send messages to addresses not previously stored in your Contacts list. If these addresses don't appear immediately, try waiting a few minutes or signing out of your account and signing back in.



Each time you mark a message as **'Not Spam,'** your Contacts list is automatically updated so that future messages from that sender are received in your inbox.

Activity | Tips | Links | Tutor Demo

Using Email

- *Compose an email and send it to other participants in the group.*
- *Attach a picture to an email and send it to yourself. Open the attachment.*
- *Created new contacts by adding some of your friends' email addresses.*

Editing Contacts

To edit or delete a contact, open your Contacts list by clicking Contacts on the side of any page, and following the instructions below.
To edit a contact:

1. Find and click the name of the contact in the **Contacts** list.
2. Make any changes you would like to make. The changes will save automatically.

To add a contact to a contact group:

1. Select the contact in the Contacts list.
2. Open the **Groups** drop-down menu.
3. Select the group you'd like to add the contact to, or select Create new to **create a new** group.

To remove a contact from a contact group:

1. Select the contact in the Contacts list.
2. Open the Groups drop-down menu.
3. Select the **group** you'd like to remove the contact from (boxes will be checked next to the groups that contact is already in).

To permanently delete a contact:

1. Select the contact in the Contacts list.
2. Under the **More actions** drop-down menu, click **Delete Contact.**

Activity | Tips | Links | Tutor Demo

Email safely

- *The content of emails may be intercepted and read by others. Do not put confidential information such as credit card numbers in an email.*
- *Replying to or unsubscribing to spam confirms to the 'spammer' that your e-mail address is active, and results in even more spam.*

Attach a file

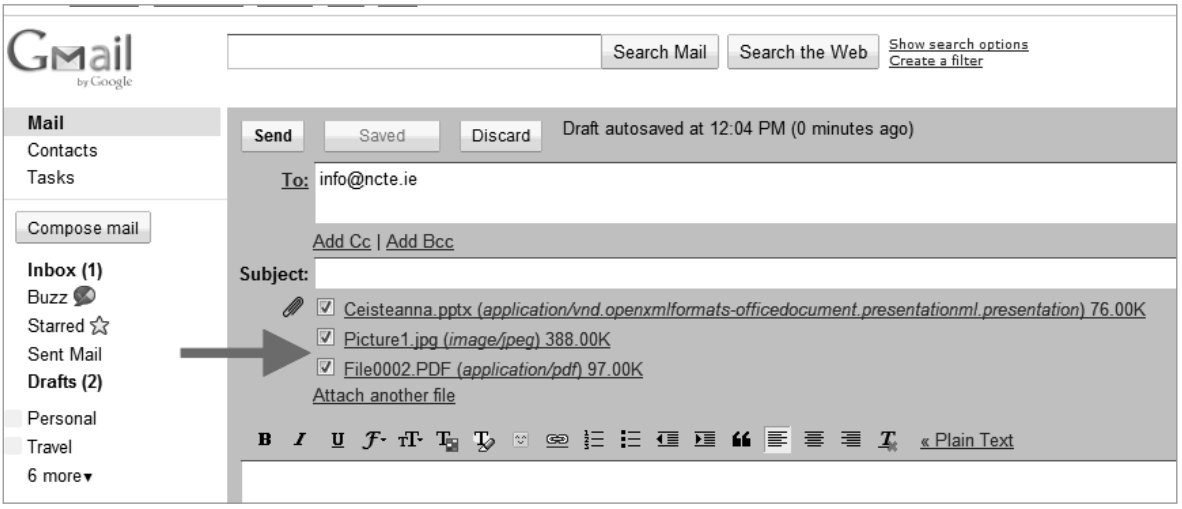
If you wish to send a file e.g. music file, picture or Word document you can **attach** it to your email message.

To attach a file to a message you're composing:

1. Click **Attach** a file under the subject field.
2. **Browse** through your files and **click** the name of the file you'd like to attach.
3. Click **Open.**

To attach another file, click **Attach another file.**

The icon for attachments is usually a paperclip.



Activity | Tips | Links | Tutor Demo

Attachment Tips

When sending an attachment, always include a personal message in the body of the e-mail, so the recipient will know that it is safe to open. Opening an attachment in your own mail from an unrecognised source can be dangerous as attachments are frequently used to spread viruses.

To view an attachment in its original format

1. Open the message containing an attachment.
2. Click **Download** at the bottom of the message.
3. Choose to **Open** or **Save** the file.

Opening the file displays the attachment in a new window.

Note: It may not be possible to open certain attachments if you do not have the corresponding program installed on your computer e.g.

- To open the attachment Ceisteanna.pptx you need PowerPoint or PowerPoint viewer installed on your computer.
- File002.pdf must be opened with Adobe Acrobat Reader. This is a free download.
- Picture1.jpg may be opened by any image viewing program.

Activity | Tips | Links | Tutor Demo

Email etiquette

- *Always include a subject line in all e-mails. Choose a subject that will be meaningful to you and the recipient(s).*
- *Be sure to double-check the address that your e-mail is going to. After you click on Send you cannot retrieve or stop it going to the recipient.*
- *UPPER CASE WORDS LOOK LIKE SHOUTING. AVOID USING UPPER CASE WORDS.*
- *Avoid using fancy fonts, unusual colours and unique formatting. Use the default settings.*

Using Email Projects in School

Email is a very good medium for project-based activities. It makes interaction between schools possible and helps students' communication skills. Most of the work is carried out offline and students share their research and findings through email. The teacher should select partner schools to suit the educational goals of the project. Be definite about the aims of the project and make sure others are aware of them.

Some basic suggestions if you wish to start or participate in an e-mail project.

- The teacher is the project leader and sets up contact.
- Set deadlines. When doing so, remember that projects with a long life are not very appealing to students.
- Avoid allowing a project to 'fizzle out'.
- Choose simple, straightforward projects to begin with. For example, you might collaborate with one other school on a 'question and answer' style project.

Activity | Tips | Links | Tutor Demo

Email Projects

There are many websites that offer educational exchange opportunities. Examine some of the email project links and explore the possibility of participating in an online project with your class.

- *eTwinning:* *www.etwinning.net*
- *ePals:* *www.epals.com*
- *eLanguages:* *www.elanguages.org*
- *Global Gateway:* *www.globalgateway.org.uk*
- *Global Schoohouse:* *www.globalschoolnet.org*

Successful collaborative international email projects have a number of features in common:

- Teachers are clear as to the requirements and expected outcomes for the project.
- Projects have the full support of the school.
- Projects are co-ordinated by one person.
- There is a close match of abilities within partner groups in age and linguistic ability.
- Participants recognise cultural differences between countries, different holiday dates, school working days and levels of email access.
- Project partners are found by using educational portals on the Internet and through contact meetings.

Activity | Tips | Links | Tutor Demo

Using email to support numeracy

- *A simple exercise to get you started using email with your class is to set up a "help-desk" where students email you with any difficulties in maths or science.*
- *Set up a class email address – keep it as simple as possible using Gmail – students email you with their difficulty. You address this difficulty in the next class without highlighting the student's name and encouraging others to do the same.*

Activity | Tips | Links | Tutor Demo

Using email to support literacy

- *If your students have a school email address you could organise a project where the students email each other a piece of work with an attachment e.g. a photo, to a paired student from the same class. You the teacher (also using your school email address) are cc'd each piece of work. You will need to set learning objectives e.g. email letter writing, ideas about content etc so that you can assess them.*
- *eTwinning is a good way to approach languages.. Exchanging emails between students in different schools e.g. between France and Ireland is best managed by teachers in each school who know each other and their classes well. eTwinning has an advantage, in that it is on a closed platform, and the teachers involved in the project have control of the interactions that take place between the schools.*

Activity | Tips | Links | Tutor Demo

Discussion Activity

How will you use email to support literacy or numeracy in your classroom?
Share your ideas with other teachers on this course.

NOTES

NOTES

NOTES

National Centre for Technology in Education
Ionad Náisiúnta don Teicneolaíocht san Oideachas

MODULE 3

DIGITAL PRESENTATIONS

SUGGESTED DURATION OF MODULE

2.5 hours

OBJECTIVES

This module will enable the participant to:

- Use presentation software to enhance teaching and learning
- Use the tools available in PowerPoint 2007 to create classroom resources that may be saved, reused and re-purposed in the future.
- Recognise how presentation software may be used by students to present projects, create digital objects and resources.
- Apply best practice in relation to copyright in the use of images, text and photos used in presentations.
- Become familiar with other technologies, including visualisers, scanners and digital projectors

DIGITAL PRESENTATIONS

A digital presentation is a collection of electronic slides which can contain text, tables, graphics, pictures, sound and video. The manner and sequence in which the elements appear on the slide can be controlled and the presentation can run automatically or be presented by a presenter. One program for the creation of digital presentations is Microsoft PowerPoint. Others such as Impress with the Open Office Suite offer similar facilities.

Teachers find presentation software useful in many areas of classroom practice.

- Presentation software is an excellent resource that can introduce, enrich or encapsulate the material you present in the classroom.
- Resources created in PowerPoint or other software can be shared with others and used again in the future.
- A digital presentation can be enhanced by incorporating text, images, audio and video.
- The teacher is enabled to cater for the different learning styles in the classroom and provide for the visual and auditory senses of the learners.
- Students are engaged and motivated by a dynamic, well structured presentation.
- Using presentation software presents opportunities to students with special educational needs to create resources of a very high standard.
- The teacher can show a video on a slide as part of a presentation without requiring students to look at a video sharing site that is not classroom suitable.

Students can use presentation software for a range of learning purposes.

- Creating digital learning objects for other classes using presentation software. Students can create slideshows for younger classes and present them. Post-primary students could revise a topic they find difficult and present their slideshow to the class, thus helping others revise a variety of topics. In primary school a senior class could create a presentation on the alphabet for the junior classes. The presentations may be added to a school's digital library for sharing with other classes.
- Developing note taking and summarising skills by extracting key points from their research and presenting them in bulleted points.
- Publishing their work on the school website to help them learn about writing for an audience, copyright, citing sources and being responsible digital and web publishers.
- My School Years project where students present their years in the school by creating a slideshow with photographs from each year as well as images of their work and other school activities.
- Projects which develop slide shows to present projects by individual or groups.
- Science Presentations can be made by students to teach processes and how things work. Teachers or students can add additional items to a diagram to illustrate how a process grows and changes.
- Student e-Portfolios can showcase students' best slideshows.
- Class Yearbook-type presentations with collections of photos; information about special events; examples of class and pupil projects, etc. throughout the year can be made by students as a group work project.

With PowerPoint 'less is more', and often the teacher need only create a slide or two to produce an effective teaching tool. When used with the digital projector you will have a whole class multi-media learning object.

Activity | Tips | Links | Tutor Demo

One or two slide activities

- *A PowerPoint might contain one picture as a stimulus to oral or written activity in any topic.*
- *The PowerPoint might contain contrasting or conflicting photography (two slides, one photograph each) so that students are encouraged to consider their responses to different visual stimuli.*
- *A PowerPoint might contain one sentence (controversial, inspiring, etc.) which the students react to in writing, as to its sentiment. The pieces of writing might then be read to the class to see how and if students reacted in different ways. This could be used as a stimulus for visual arts or music also.*
- *The teacher might have a student make notes / keep a record on PowerPoint as the class discuss an issue. This could be saved and revisited for revision later.*
- *The teacher might write five sentences on a slide and ask students to continue with five more in their copies. Students can then read out these alternate continuations to each other.*
- *The teacher might build up a bank of the most commonly misspelled words in a subject or topic and return to them once every four weeks.*
- *Two slides might be prepared about a major news event: one slide with three sentences from the Irish Times leading article, the other slide with three sentences from the Irish Sun. Students are encouraged to reflect on different styles of writing.*
- *Key quotations from a novel, play or poem can be reinforced using PowerPoint.*

PRESENTATION SOFTWARE AND LITERACY SKILLS

Presentation software is an ideal learning tool to help students' oral presenting and writing skills. Students will actively use all four language skills, reading, writing, listening and speaking as they research, create and deliver their presentations. As they read source materials, discuss their ideas with their peers and teacher, draft their points, condense and refine their writing, and then deliver their presentations to their peers they will learn actively.

As part of the writing process in presentation software, the facility of rewriting and the fact that text needs to be concise and brief encourages students to learn to clarify and summarise their points. This greatly aids students in clarifying concepts and writing concisely.

The added media elements such as colour, images and animation are very motivational and stimulating. Students can choose the design, layout, and graphics for each slide and personalise their presentations. The flexibility of the tool allows different types of learners to express themselves in ways they feel comfortable with and for others being able to create well laid out work reduces pressure on those with motor or learning difficulties.

Activity | Tips | Links | Tutor Demo | Literacy

Sample Literacy Activities

- *'Flashcard presentations' can be created with presentation software. Topics may include: - -*
    - *practising parts of speech*
    - *extending vocabulary,*
    - *practising spelling,*
    - *reinforcing themes and concepts,*
    - *reinforcing numbers, letters, or colours,*
    - *emphasing quotations and definitions,*
- *Students can present their own projects to the class when they have researched their assigned portions of the topic and developed slides to serve as a part of a group presentation. This develops communication skills, oral language skills, presentation skills and critical analysis skills as well.*
- *Digital presentations can provide a way for students with oral language difficulties to express themselves confidently.*
- *Digital story telling presentations can be created with images and accompanying narration.*
- *Autobiographical stories can be created by students to present short autobiographical stories about themselves. Scanned photos can be inserted for interest.*
- *Poetry Readings can be accompanied with appropriate images. Students could also create a slideshow with a voice recording accompanying the images.*

Take a moment to consider ways in which you could use presentation software to support literacy in your classroom.

Share your ideas with the other participants on your course.

Learning seems to occur most effectively when students have opportunities to use language for real purposes. The process of preparing and giving oral presentations is a purposeful activity that involves finding information, reflecting upon that information, interpreting it and creating something new. Sharing the created product with others provides an audience for the student and acts as a springboard for discussion and interaction.

Activity | Tips | Links

Discussion Activity

Consider a student with special educational needs in your school or classroom. Discuss the benefits of using presentation software with this student and some ideas of specific uses which may particularly support this student's learning.

Using images and graphics of everyday situations in one's teaching slideshows will aid students understanding. Project Maths calls for understanding contexts and applications that will enable students to relate mathematics to everyday experience. For any subject including Maths the slideshows prepared by the teacher should not replicate the textbook or worksheet but contain extra resources that contextualise the subject in the students' everyday experience.

Activity | Tips | Links | Tutor Demo | Numeracy

Numeracy Activities for Teachers

- *Use architectural photographs and varying shapes, dimensions etc. from Google Images. Do remember not to infringe copyright law and to acknowledge your sources. Images of bridges, lighthouses, skyscrapers, barrels, football-pitches can be used on slides to enhance mathematical context.*
- *Find PowerPoints created by teachers in Irish secondary schools at Project Maths www.projectmaths.ie > Strands > Material created by teachers.*

Activity | Tips | Links | Tutor Demo | Numeracy

Numeracy Sample Activity for Transition Year Students

Use some the following terms listed in the Geometry section of the Leaving Certificate Maths Syllabus with students.

Acute angle, alternate angles, angle bisector, arc, area of a disc, base and corresponding apex and height of triangle or parallelogram, chord, circle, circumcentre, circumcircle, circumference of a circle, circumradius, collinear points, concurrent lines, convex quadrilateral, corresponding angles, diameter, disc, distance, equilateral triangle, exterior angles of a triangle, full angle, hypotenuse, in-centre, incircle, inradius, interior opposite angles, isosceles triangle, median lines, midpoint of a segment, null angle, obtuse angle, perpendicular bisector of a segment, perpendicular lines, point of contact of a tangent:

- *Students are divided into groups of five, given a digital camera and told to identify and photograph any six such features around the school.*
- *Students create twelve PowerPoint slides in total, one with the photograph and the name of the mathematical term, the other with a simple explanation of the term.*
- *Students present their work to the class using the digital projector. Their Maths Trail slideshows can be saved on the server and shared with other classes and re-used in other years.*

*This activity can be adapted for use at **Primary** level also, focussing on 2-d and 3-d shapes and their characteristics. Junior classes could photograph 2-d shapes on a maths trail and label these as part of a PowerPoint presentation. Senior classes could photograph 3-d shapes and label them in terms of sides, corners, edges and so on.*

Note: Digital photography is dealt with in the NCTE Creating ICT Resources Course

OPENING POWERPOINT 2007

For the purposes of this course, we have chosen Microsoft PowerPoint 2007. There are many other types of presentation software with similar functionality, including Star Office and Open Office (for Kids).

If there is a PowerPoint 2007 icon on the Desktop double-clicking it will open the program. Otherwise:

1. Click the Start Button.
2. Click All Programs
3. Click Microsoft Office in the drop down menu
4. Click on Microsoft Office PowerPoint 2007.

Overview of PowerPoint 2007

PowerPoint like any presentation software has two modes so to speak, editing and delivering. To create your presentation you will work in edit mode.

Editing your Presentation

There are a number of views in edit mode that will enable you to create a professional presentation. To move between edit views:

1. Select the **View tab** on the Ribbon.
2. Click on **Slide Sorter** view in the **Presentations View** group.

Normal view is the main editing view, where you write and design your presentations.

Slide Sorter view provides you with a view of your slides in thumbnail form. This view makes it easy for you to sort and organize the sequence of your slides as you create your presentation, and then also as you prepare your presentation for printing.

The **Notes pane** is located just below the Slide pane. You can type notes that apply to the current slide. Later, you can print your notes and refer to them when you give your presentation. You can also print notes to hand out to your audience or include the notes in a presentation that you send to the audience or post on a Web page

The **Master views** include, Slide, Handout, and Notes view. They are the main slides that store information about the presentation, including background, colour, fonts, effects, placeholder sizes and positions. The key benefit to working in a master view is that on the slide master, notes master, or handout master, you can make universal style changes to every slide, notes page, or handout associated with your presentation.

Editing Tools

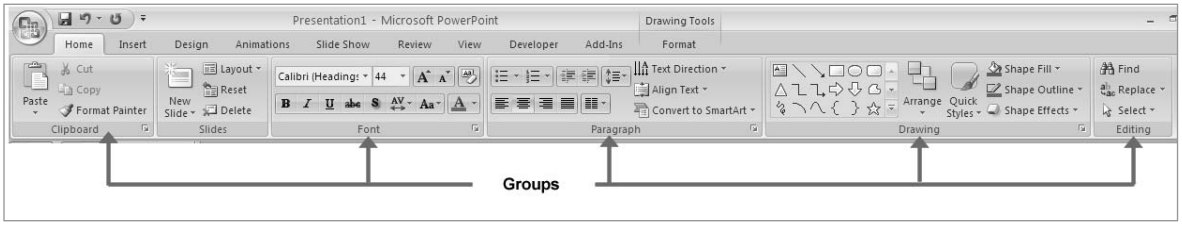
The tools for **Microsoft Office PowerPoint 2007** appear on the **Ribbon** as in **Microsoft Word 2007.** Above the Ribbon you will find the **Tabs.**

The Home tab opens by default and when you click on the name of a tab you wish to use, the tab name is highlighted and everything associated with the tab you pick will appear, while the previous one becomes hidden. These tabs are the equivalent of the old **Menu Bar.**

The Home tab

Groups of commands in a ribbon

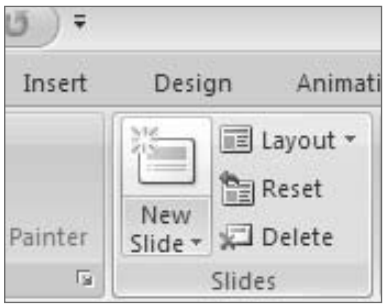
When a tab is chosen, **groups** of commands associated with the tab are shown in the ribbon. The groups associated with the **Home** tab are Clipboard, Slides, Font, Paragraph, Drawing and Editing.



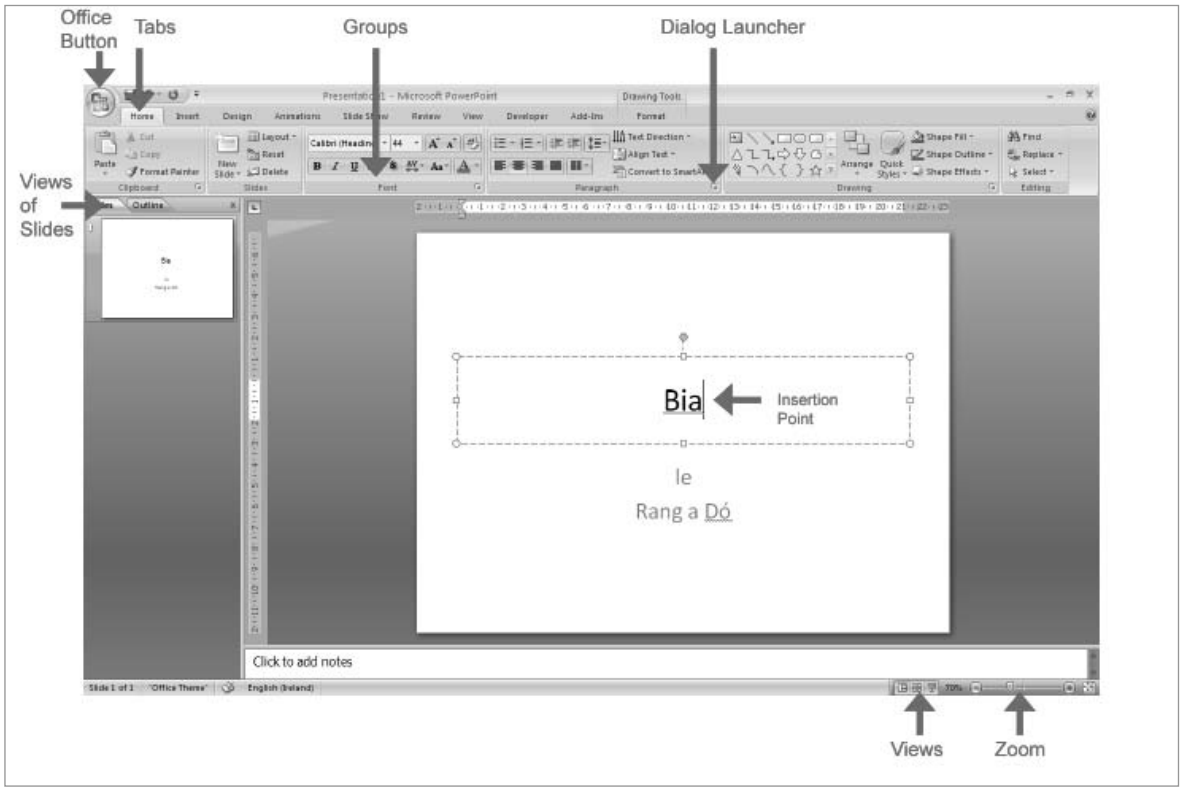
Within each subtask there are more controls. For example, there are four commands to choose from in **Slides:** New Slide, Layout, Reset and Delete

Each command becomes highlighted as you move the mouse around in any group, such as Slides. Click on the command you wish to use.

The command will either execute, or you will be presented with options to select from first before the command is carried out.

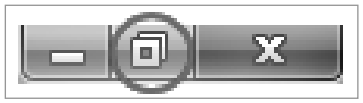


Becoming Familiar with the PowerPoint Window

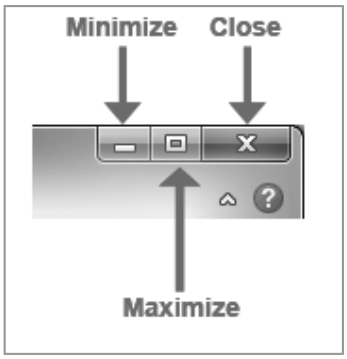


Minimizing, Maximizing and Closing a window

- The **Minimize** button reduces the window to the Taskbar
- The **Maximize** button makes the window fill the entire screen. If you click it again it will reduce the window to its original size.
- After maximizing a window, click to **restore** the window to its previous size

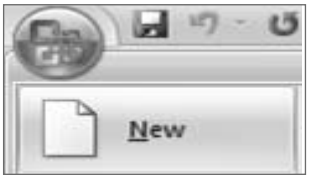


- The **X** button closes the window

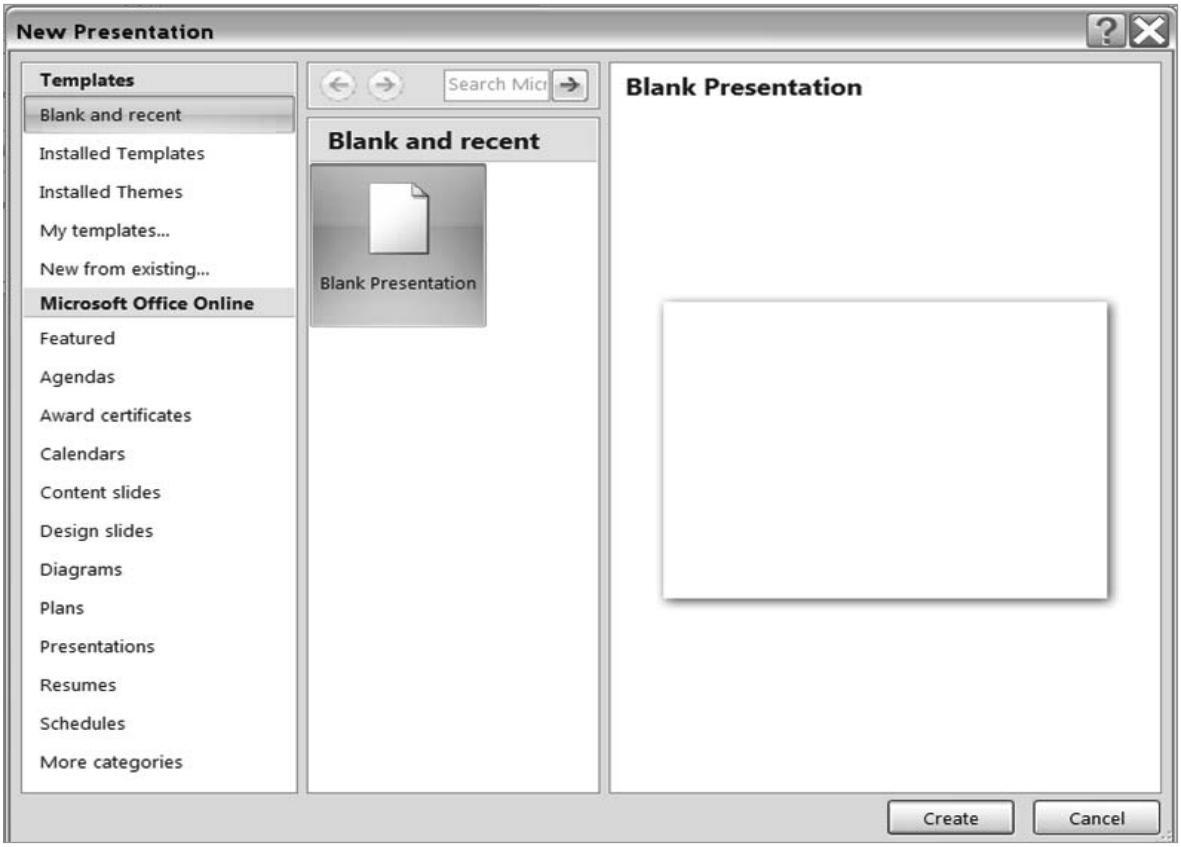


CREATING A PRESENTATION

To Open a New Blank Presentation

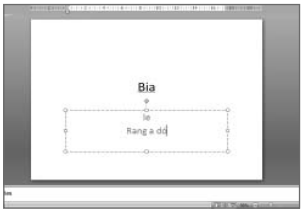


1. Click on the **Office Button** and choose **New.**
2. Select **Blank Presentation** and click **Create.**



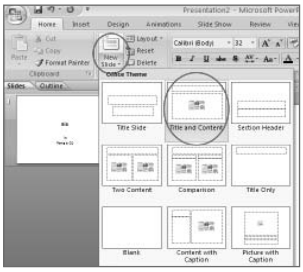
The first slide is always the Title Slide

1. Click inside the **Click to add title** box to add **text.**
2. **Type** Bia – Do not press the Enter Key or a blank line will be added.
3. Click once in the **Click to add subtitle box.**
4. Type **le Rang a Dó.**



The first slide is now created.

Adding a New Slide

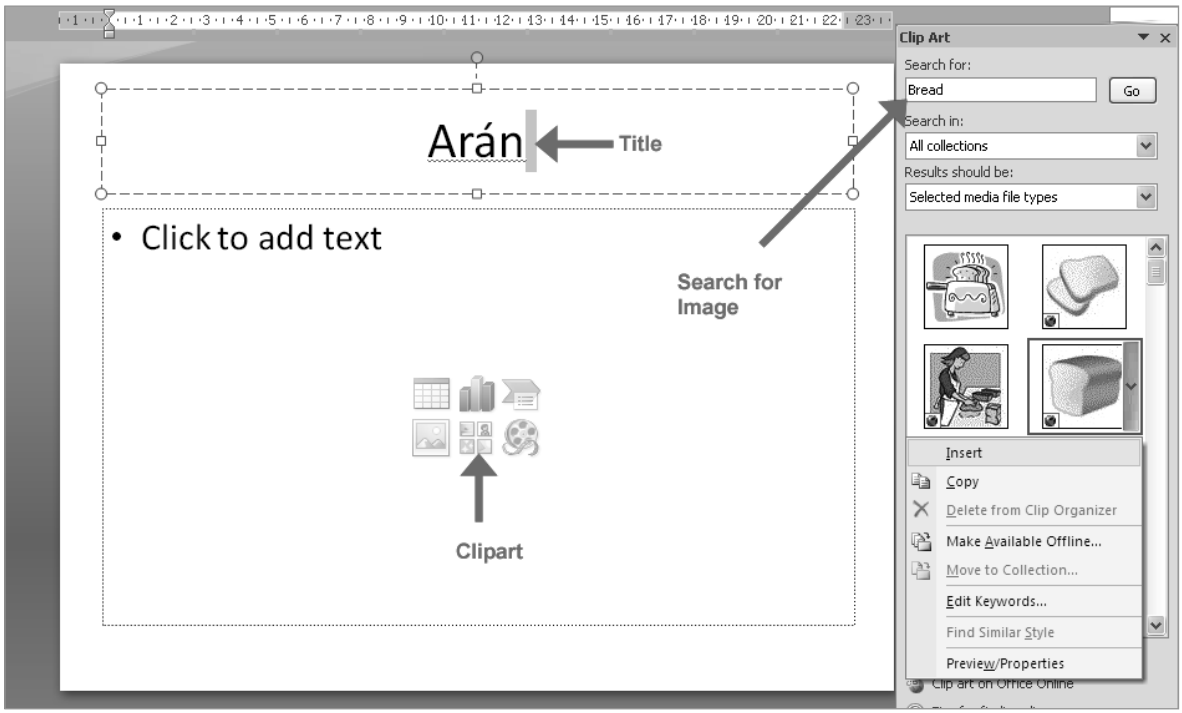


1. Click on the arrow on the **New Slide** icon
2. Click on the **Title and Content** slide layout

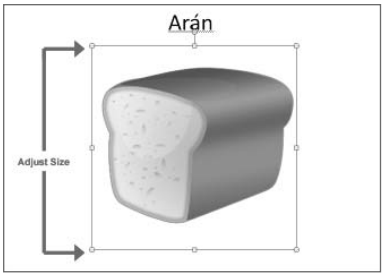
Note: You can change the layout of an existing slide at any time by clicking on **Layout** in the **Slides** group and **selecting** the desired layout.

Adding Text and Clip Art

1. Click on the **Title** space and type **Arán.**
2. Click on **Clip Art icon**.
3. Type Bread into the **Search** for box.



4. Click **Go.**
5. Click on the image you wish to insert
   or
   Click on the **arrow to the right** of your chosen image and click **Insert**



To **adjust the size** of the image **click and drag the 'handles'** at the corners.

Activity | Tips | Links | Tutor Demo

Copyright and Clip Art

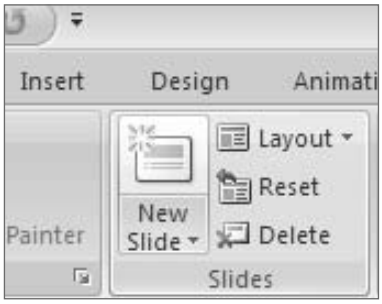
All Clip Art and SmartArt in PowerPoint 2007 is copyright free and suitable for insertion in your classroom resources. You and your students can freely use the Clip Art without acknowledging the source as you paid for its use when you purchased your Microsoft PowerPoint 2007 licence and it has been copyright cleared for you.

It is important to note that other clip art and images found online will be copyright protected and permission to use should be sought and in sometimes the images may have to be purchased. When using work that is not your own it is best practice to always acknowledge the copyright holder. Teaching students that the images and art work they find online are protected by copyright or trademark and must always be credited and cited is a key digital literacy skill.

The Insert Tab

Using the Insert tab to insert Clip Art

1. Click on the **Insert** tab.
2. Click **Clip Art** on the **Illustrations group.**
3. The clip art menu appears.
4. Type your requirement in the Search for field and click Go.
5. Select the image and click the **Insert button.**
6. **Resize** and **position** the image as required.



Activity | Tips | Links | Tutor Demo

There are many PowerPoint resources available online. Remember that while they may have been uploaded and shared they are the property of others and you must comply with copyright law.

- *You can search for almost any subject area under your topic and .ppt or powerpoint. These may be good for ideas but never use them in class without fully viewing them from beginning to end in order to ensure that content is appropriate for age and indeed culture e.g. spelling colour and colour or political point of view. PowerPoints for Martin Luther King always require careful vetting. Some presentations may also be out of date.*
- *Slide Share www.slideshare.net is a slideshow sharing website. It is great for ideas and may be useful in class. Some slideshows may also be downloaded but the same proviso as above applies. If you get to the stage that you want to upload your PowerPoint slideshow to share with other teachers make sure all your work is your own and that you are not breaching anyone else's copyright.*
- *Open the Scoilnet website www.scoilnet.ie and enter the key word 'powerpoint' into the search box. You may find a PowerPoint that suits your needs.*

Teachnet.ie is an Irish website that encourages quality indigenous curriculum content. Many of their webpages contain slideshows e.g. Leaving Certificate Higher Algebra http://resources.teachnet.ie/pkavanagh/2006/.

- *Primary teachers can look at Seomra Ranga http://www.seomraranga.com where there are some PowerPoints for use in the classroom.*
- *The INTO website (http://www.into.ie) contains many useful classroom resources including PowerPoint presentations for INTO members.*

To insert a picture or photo from your computer

Using the Insert tab to insert Clip Art

1. Click **Picture** on the **Illustrations** group on the Insert tab.
2. **Browse** to the folder containing the required image.
3. **Select** the image and **click** the **Insert** button.
4. **Resize** and **position** the image as required.

Activity | Tips | Links | Tutor Demo

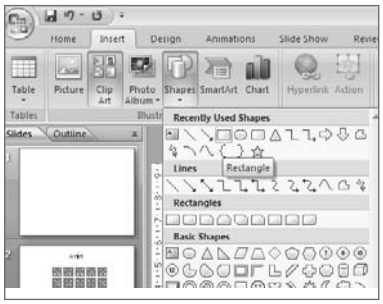
Using pictures and photos with care

Using and publishing images of students in a slideshow can be very motivating and encouraging for the students. You should consult your school's ICT Acceptable Use Policies which will inform you as to how digital and video images are to be captured and stored within the school, and on your computer. The AUP will also outline how images of students are to be published in a presentation for classroom use or published for the public on the school website as the Data Protection Act (2003 and 1988) might apply.

Note: Digital photography is covered in NCTE's course Creating ICT Resources

To insert a Shape

1. To insert a **Shape,** click **Shapes** on the **Illustrations** group in the Insert tab.
2. Select a shape from the **drop-down** and **drag** its size out on the slide.
3. **Resize** and **position** the image as required.

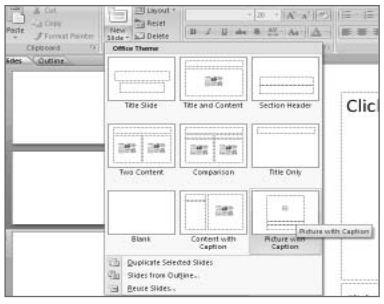


To insert an image from the Internet

1. Locate an image on the Internet.
2. **Right click** over the image and select **Copy.**

Note: Remember to also copy the copyright holder's details to paste into your Acknowledgements slide.

3. Select the minimised **PowerPoint** on the Taskbar.
4. Select **New Slide** from the **Slides** group to create a space to place the picture.
5. Choose your Slide Layout.



6. **Right click** and select **Paste** to insert the image.

Adding copyright details

1. **Click** in the slide under the photo where you want to insert the text box.
2. *Click* on the **Insert tab**.
3. **Click** the **Text Box** button in the **Text group.**
4. **Copy** the copyright holder's details from their webpage and Paste into the text box.
5. **Position and resize** the text box under the photo.

Activity | Tips | Links | Tutor Demo

Using an Acknowledgements Slide

Find two contrasting photographs on the theme of emigration online and incorporate them into a presentation for a class preparing to do the essay/composition –
"You're a new neighbour, aren't you?"
Add a Title Only slide and place ***'Acknowledgements'*** *as the title and copy and paste the copyright holders details underneath the title.*
Or
Find a series of sports photographs e.g. rugby or high-jump (using Google Image search) that illustrate the parabolic curve. Incorporate the photographs as two or three PowerPoint slides into an existing Maths class. Add an Acknowledgements slide as above.

Inserting a Hyperlink

A hyperlink is a connection from one slide to another slide in the same presentation to a Webpage or another presentation, an email address or a file. In PowerPoint you can create a hyperlink from text or from an object, such as a picture, graph, shape, or WordArt.

To create a hyperlink to a website.

Select the text or the object on your slide that you want to use as a hyperlink.
On the **Insert** tab, in the **Links** group, **click Hyperlink.**
Under **Link to,** click **Existing File or Web Page,** and then click **Browse the Web.**
Locate and select the page that you want to link to, and then click **OK.**

Activity | Tips | Links | Tutor Demo

Copyright and website linking

You do not need permission for a regular word link to another website's home page. Adding hyperlinks to your slides will offer connections in class to webpages in the click of a button. In this activity we'll see how to add a hyperlink to http://www.webwise.ie to a suitable piece of clip art.

***Note:** When typing in a web address, rather than selecting the webpage as in No. 4 above, you must type in http:// in front of the web address.*

1. *Click on the **Insert** tab.*
2. *Click **Clip Art** on the **Illustrations group.***
3. ***Search** for 'wise' and select any image you will to insert it on your slide.*
4. **Select** *the image and in the* **Links** *group click **Hyperlink.***
5. *In the Insert Hyperlink **Address box** type in http://www.webwise.ie*
6. *Click OK.*
7. *Click on the **Slide Show** tab and click **From Current Slide to view.***
8. ***Click** on the **image** when the slide plays to open Webwise.*
9. ***Click the ESC** (Escape) **button** to return to **Edit Mode.***

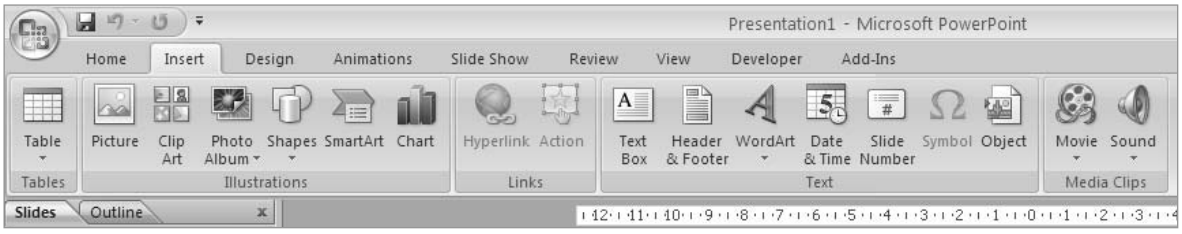
BECOMING FAMILIAR WITH THE RIBBON AND TABS

The eight main tabs in the Ribbon give you everything you need to make your presentation. Other tabs may be added.

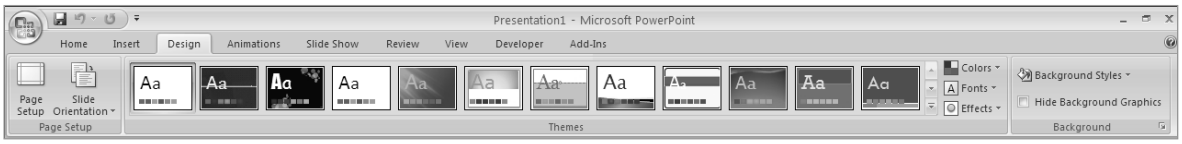
The Home tab, as shown above, has many of the common tools we need to create a presentation.

The **Insert** tab is where you go to add in objects to a slide as well as edit any objects you add. Objects include tables, images, clip art, shapes, WordArt, video clips, and audio clips. You can even import items from other programs like Microsoft Excel.

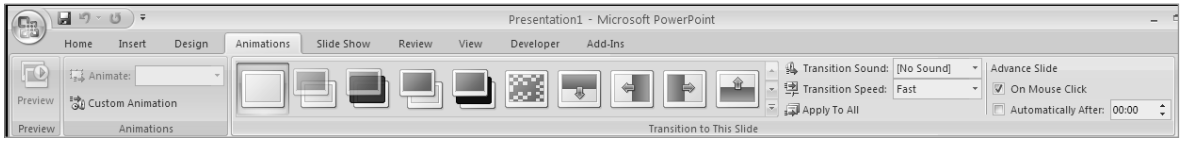
Locate and select the page that you want to link to, and then click OK.



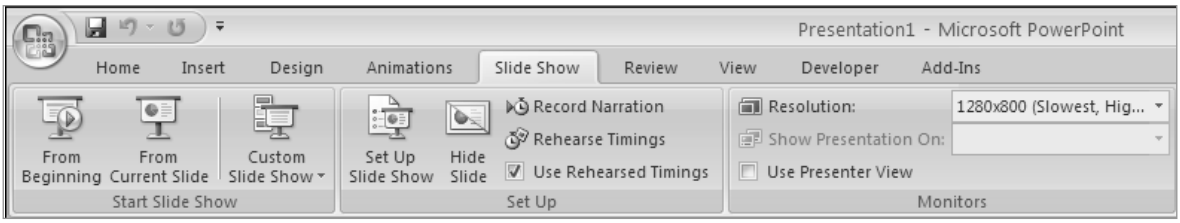
The **Design** tab is where you go to control how your entire presentation will look: its theme, colours, fonts, style and even add in theme effects.



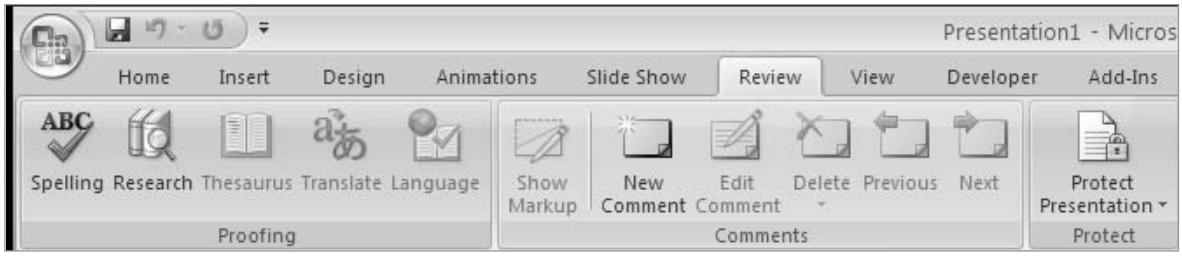
The **Animations** tab is where you go to add animation to any object as well as add transition effects to the slides.



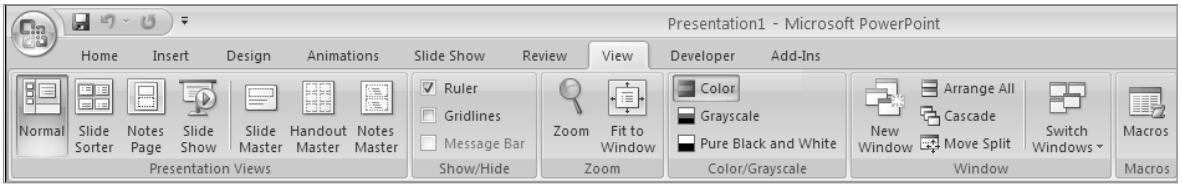
The **Slide Show** tab is where you go when you want to test how your presentation will run. From this tab you can alter the timing of the slides, record narration, specify what slides get used in a show, and pick what mode it will run in.



The **Review** tab is where you go when your presentation is about finished, but you may want to do some final checks like spelling or use the thesaurus to replace some words. You can also add in comments to slides to provide some additional documentation.



The **View** tab is where you go when you want to switch between PowerPoint's views: Normal, Slide Sorter and Slide Show.



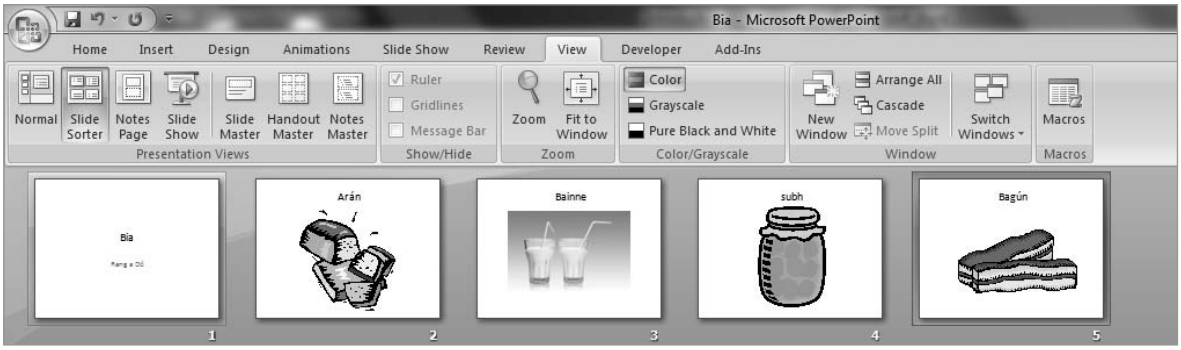
The **Quick Access Toolbar** (QAT) is the only toolbar in PowerPoint 2007. This toolbar can be customised to suit and gives quick access to frequently used tools such as Save, Quick Print etc.

THE VIEW TAB AND SLIDE SORTER VIEW

Other When you go to **Slide Sorter view,** in the **View tab** in the **Presentations View group,** you see miniatures of all the slides in the presentation, complete with text and graphics. This view is useful for rearranging slides, and for adding transitions to slides.

There are two ways of changing Views:
Method 1

- Select the **View tab** on the Ribbon.
- Click on **Slide Sorter** view in the **Presentations View group**.



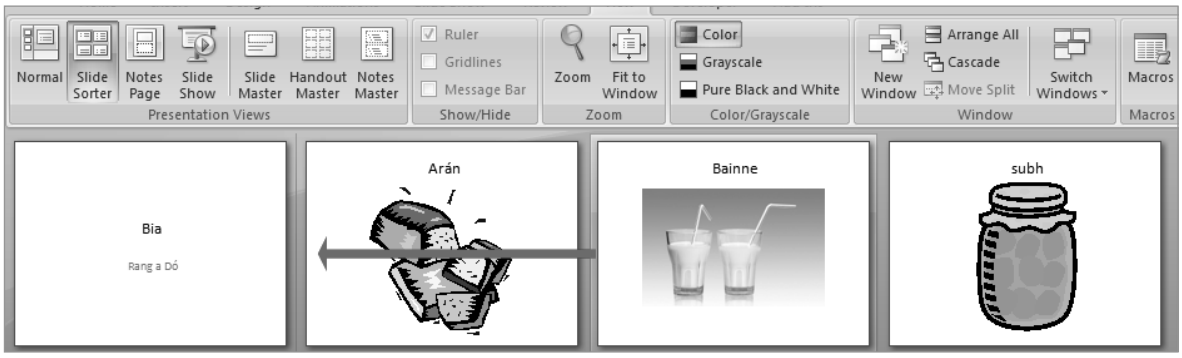
Method 2:

- Click on the Slide Sorter View Button on very bottom right of the screen

Rearranging slides

Using **Slide Sorter** View you can move your slides to change the order they appear in the presentation.

1. **Click and hold down** the mouse button on the slide you wish to move.

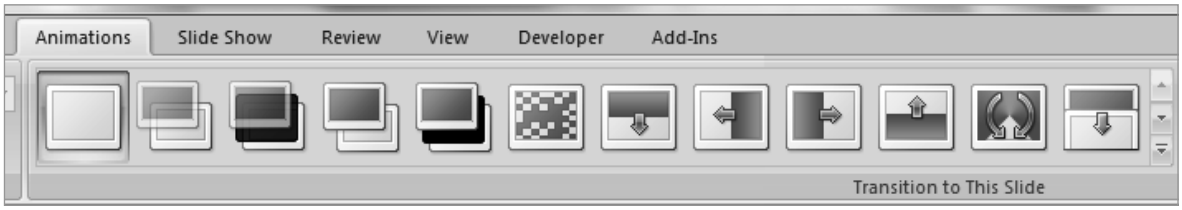


2. A small grey rectangle appears on the pointer as well as an orange vertical line to the right of the slide.
3. **Drag** the pointer to the slide's new position.
4. The vertical line has now moved to before Slide 2. The line indicates where the slide will be moved to.
5. Release the mouse button.
6. The slide is now moved.
   The number of the slide also changes.

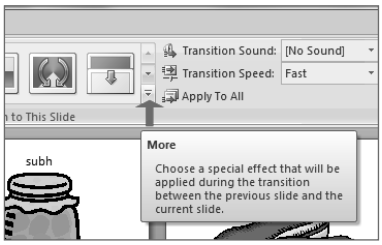
ADDING TRANSITIONS

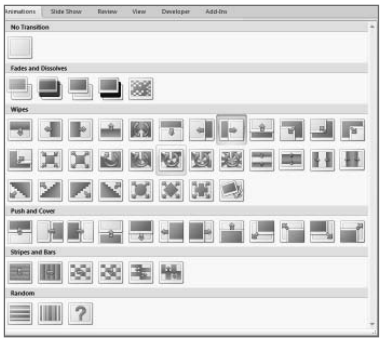
A transition is a special effect used to introduce a slide during a slide show.

1. Select **Normal** Slide View,
2. Click the slide you want to add the transition to.
3. Click on the **Animations tab.**

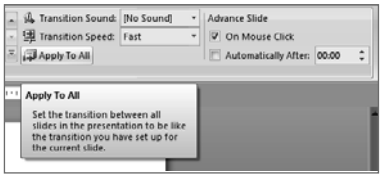


4. In the **Transition to This Slide Group** on the left side, you are given some common Transition Effects to choose from.
5. To see all the possible **Transition Effects,** click on the downwards pointing arrow and a drop-down window will appear.
6. Hold your mouse over a **Transition Effect** and you will get an instant preview of it on the slide.
7. **Click** on the **Transition Effect** you wish to use
8. **Click** on **Apply to All.** All transitions in the presentation will now be the same.
9. A slide transition icon appears beside the slide.


Transition Sound: [No Sound]
Transition Speed: Fast
Apply To All
More
Choose a special effect that will be applied during the transition between the previous slide and the current slide.
subh



On the right side of the **Transition to This Slide,** there are some **options** for the **Transition Effect.**


Transition Sound: [No Sound]
Transition Speed: Fast
Apply To All
Advance Slide
On Mouse Click
Automatically After: 00:00
Apply To All
Set the transition between all slides in the presentation to be like the transition you have set up for the current slide.

You can adjust to determine the:

- **Speed of the transition:** To re-set the slide transition speed, **click** the arrow next to Transition Speed, and then select the speed that you want.
- **Sound to accompany the transition:** Choose a sound from the Transition Sound drop down menu.

Activity | Tips | Links | Tutor Demo

Less is More

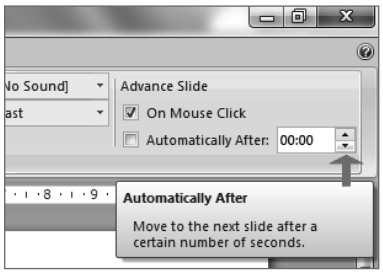
Our main recommendation when using PowerPoint is that "less is more". Consider how to use as few slides as possible, as effectively as you can with as few distracting transitions or needless animations. Consider the best use of images so as to elicit a reaction from the students and always keep text to a minimum with a 50 – 70 word per slide maximum.

To remove all Transitions

In the pane that contains the Outline and Slides tabs, click the **Slides** tab.

1. On the **Home** tab, click a slide thumbnail.
2. On the **Animations tab,** in the **Transition To This Slide** group, click **No Transition.**
3. In the **Transition To This Slide** group, click **Apply to All.**

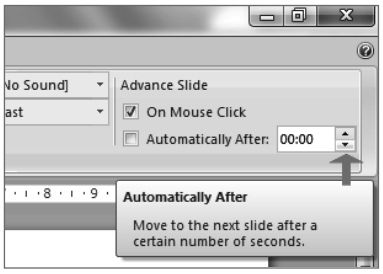
Timing a Transition



If you want your slide show to run automatically, you must add timing to the slides. When you add timing to a slide, you specify the number of seconds to remain on each slide.

1. **Select** the slide you want to add timing to by clicking it.
2. In Slide Sorter or Normal View, **click** on the **Animations tab.**
3. In the Transition to This Slide Group go to the area labeled **Advance Slide.**
4. Under **Advance Slide**, **uncheck** the box **On Mouse Click**
5. **Click** the check box next to **Automatically After.**
6. In the seconds box **type** the number of seconds you wish to allocate for each slide.

Adding Animations

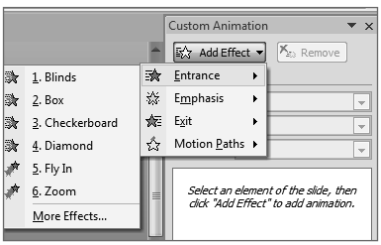


To provide additional emphasis or show your information in phases, you can add an animation to your presentation. For example, you can make an image or text enter your slide quickly from one side of your screen or slowly fade in.

Adding Animation to Images

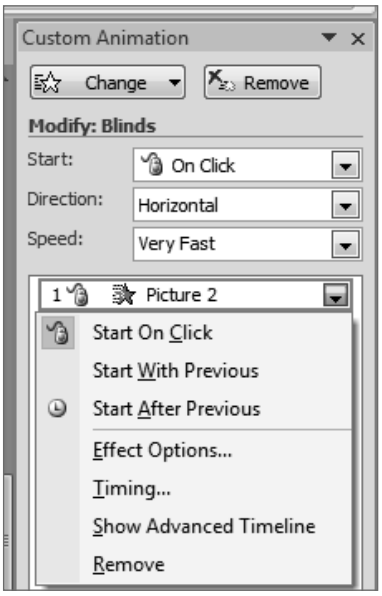
The following steps will show you how to animate an image while working in Slide View.

1. Select the Normal View button in the View tab.
2. On the slide, click on the image to select it.
3. From the Animations group in the Animations tab, click on the Custom Animation button.
4. The Custom Animation task pane will appear.



5. From the Custom Animation task pane, click the Add Effect button.
6. Select Entrance.
7. Select from the options e.g. Blinds.

Effect Options



1. **Click** on the name of the image in the **Custom Animation box**
2. From the drop down menu you have options:
   - o as to when the animation is to start,
   - o for effects and timing of the animation,
   - o to remove the animation.

Animating SmartArt or Chart

You can also add an animation effect to a SmartArt graphic or chart.

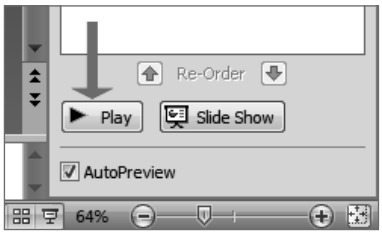
1. Follow the same steps used above to add an animation effect to a chart.
2. Animation effect can be applied to the whole SmartArt graphic, or "bit by bit". These options are in the SmartArt Animation tab found in the **Effect Options dialog box.**

Animating text

1. Select the text you wish to animate.
2. Follow the same steps used for images above.

Previewing an Animation

PowerPoint allows you preview animation settings for your current slide without running the entire slide show.

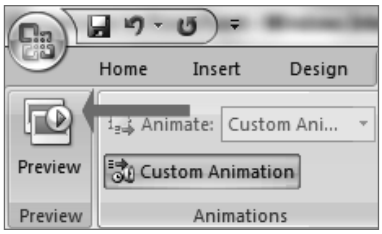


Method 1

- In Slide View, click on the slide you want to preview.
- From the Animations Group in the Animations tab, click on the Custom Animation button.

Method 2

- In the Animations tab, click on the **Preview** button in the Preview Group.
- You will see the animation effect that has been applied to the selected slide as well as any transition effects.

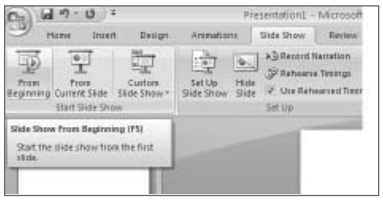


Activity | **Tips** | Links | Tutor Demo

Using Animations

- *Animations should be used sparingly.*
- *Think carefully about what the animation tells your audience.*
- *Use relevant animations that add to rather than detract from your presentation.*
- *Avoid using too many different varieties of animation within the same presentation.*
- *Some animations can be extremely distracting, especially when set with sounds*
- *Be consistent with how you set up your animations*

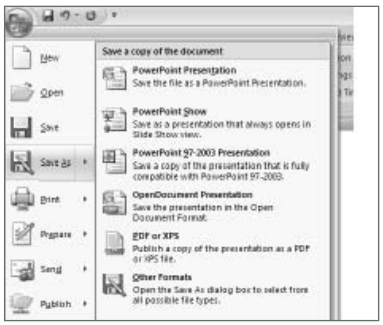
Delivering a Slide Show



The Slide Show tab is used to control the playing of a show.
It can be played from the **Beginning** or from the **Current slide.**

1. Choose **From Beginning.**
2. In order to advance to the next slide press any key on the keyboard or click the mouse.
3. When you come to the end of the Slide Show click on the mouse and it will return to normal view
4. To **end a Slide Show** before the end, press ESC key on the keyboard

Saving a PowerPoint File



1. Click on the **Office Button.**
2. Choose Save or **Save As.**

Note: You can save as a **PDF** from a 2007 Microsoft Office program only after you install an add-in.
This may be downloaded free from Microsoft.

To save in Other Formats

To save in other formats:

1. Click on **Save as**
2. Select **Other Formats**

You can choose from various formats e.g. jpeg, gifs, html.

Activity | Tips | Links | Tutor Demo

Using PowerPoint to create resources

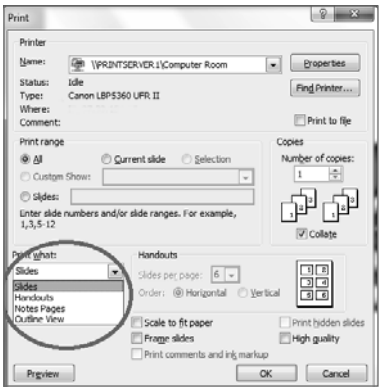
Here are some sample activities, choose a few and remember to cite your sources and acknowledge copyright.

- *Geography: Create a "Countries of the World" slideshow by inserting an image of one country per slide. Animate the text so that it enters the slide 'on mouse click' after the image. To source maps you could use the CIA Factbook https://www.cia.gov/library/publications/the-world-factbook/geos/br.html*
- *Maths: Create a slideshow to teach shape. Insert the shapes, the titles and the characteristics of each shape. Animate the slides so that the shape appears first, followed by the image of the shape and finally the characteristics of the shape.*
- *Create a slide show as a teaching resource to teach 'Éadaí' in the classroom. Put the name in the title bar e.g. cóta and put in a clipart image for each slide. Save the presentation.*
- *Create a slide for each of the new words in the class reader. Save and run as slide show.*
- *Insert images of native Irish birds from ImageBank.ie and add title and details on each slide.*
- *Find historical images from ImageBank.ie and insert one image per slide. Add a caption for each slide.*

Printing a PowerPoint File

In PowerPoint you have the options of printing

- Slides in colour, grey scale or black and white.
- Handouts – you can choose from 1 to 9 slides per page
- Notes Pages: includes speaker notes and the slide
- Outline View



Activity | Tips | Links | Tutor Demo

Using the features you have learned in Powerpoint, create a short presentation which you could use to support literacy or numeracy development in your classroom.

Activity | Tips | Links | Tutor Demo

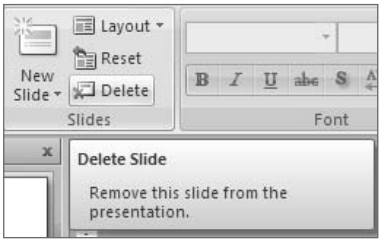
Free PowerPoint Viewer

If you wish to share a PowerPoint with a student who does not have PowerPoint on a home computer they may download a free viewer from http://office.microsoft.com/en-gb/downloads/ Insert PowerPoint Viewer in the Search box.

Getting Help

Screentips

When you hold the cursor over any **Command button,** a small window appears with text telling you about the command and what it does. This is a **Screen Tip.**

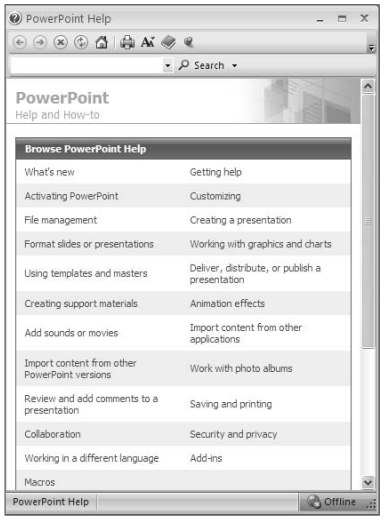


PowerPoint Help

To access PowerPoint Help

Press **F1** or

Click on the **question mark button** on the top right of the screen and the PowerPoint Help window will appear.



To Search within Help

1. **Search** for assistance by entering a key word or phrase into the **search bar** and a sub-menu of options will open.
2. **Click** on a **topic** and it will expand to show you sub-topics.
3. **Click** on a **sub-topic** and detailed information on the subject will be displayed.

You may also search online in the Bing box for Microsoft Office tutorials and help videos.

PRESENTATION SOFTWARE AND ASSESSMENT FOR LEARNING

Assessment is an essential element of the teaching and learning process. When teaching and learning with ICT you can enhance learning and develop students' critical thinking when you provide opportunities for them to peer review one another's work and to critically evaluate their own digital work. The reflection process is important as a higher order learning skill and will guide students in improving their work.

Peer assessment and self assessment are ideal learning tools that can be used with presentation software and other multi-media digital tools.. Students can reflect on and assess their own learning having created and delivered their presentations with the help of a rubric created by the teacher.

Activity | Tips | Links | Tutor Demo

Creating a Student Self Assessment Rubric for Presentations

Open www.ncte.ie/upload/cpd/WikisPlusforLearning/Student_Peer_Assessment.pdf and view the sample peer assessment rubric.

Primary teachers

Shorten and simplify the wording of the assessment/evaluation rubric for younger students.

Post-primary teachers

Create an assessment rubric, by adapting this assessment/evaluation rubric, to use in grading your students' presentation work.

USEFUL LINKS

There are many websites that will help you effectively use presentation software in teaching and learning. Here are some that we think you'll find useful.

Activity | Tips | Links | Tutor Demo

PowerPoint sites

Resources for Teachers www.mrsmhoward.com/teachers_only.cfm?subpage=312119
Mathematics and Numeracy www.icteachers.co.uk/resources/resources_numeracy.htm
Elementary PowerPoint Presentations www.pasadenaisd.org/teachertoolbox/PPts/ppt_elem.htm
Slideshare www.slideshare.net

Activity | Tips | Links | Tutor Demo

Images and Audio Sources

Copyright friendly images www.imagebank.ie
www.scoilnet.ie/ >Britannica Online
National Library Digital Photos www.nli.ie/digital-photographs.aspx
Images & Sound http://copyrightfriendly.wikispaces.com/
Wiki Commons http://commons.wikimedia.org/wiki/Main_Page
Free sound effects www.partnersinrhyme.com/
Royalty free music and sound effects www.royaltyfreemusicclips.com

Activity | Tips | Links | Tutor Demo

Acceptable and Responsible Use

Each school should develop its own AUP guidelines for the protection of both students and staff in relation to digital video and images of students and these notes will be a starting point.
Using photos of students http://support.scoilnet.ie/wiki/Good_Practice_Note
Acceptable Use Policy advice www.webwise.ie
Internet Safety http://www.ncte.ie/InternetSafety/

Activity | Tips | Links | Tutor Demo

Copyright

Video explaining copyright using Disney clips.
http://www.cartoonbrew.com/disney/a-fairy-use tale.html
Fun copyright interactive http://www.cyberbee.com/cb_copyright.swf
Copyright for teachers http://homepage.mac.com/prr/copyright.html

Activity | Tips | Links | Tutor Demo

Curriculum and Assessment

NCCA www.ncca.ie
ICT Framework www.action.ncca.ie
Rubrics http://edorigami.wikispaces.com
Sample rubric www.ncte.ie/upload/cpd/WikisPlusforLearning/Student_Peer_Assessment.pdf

USING A SCANNER

A scanner provides some of the functionality of a visualiser, allowing you to convert hard copy files into electronic files for use on the computer. Many schools have scanners and they are generally easy to operate and a very useful tool for the classroom.

While each scanner will have its own operating software and accompanying instructions, most will operate as follows:

1. Turn on the scanner.
2. Put the page/picture to be copied onto the scanner glass.
3. Click on **My Computer** – go to scanner & camera (at bottom of screen) and you will see scanner name - click on this.
4. Scroll down to scanner & camera wizard – click OK.
5. Follow NEXT steps and make sure to give a name to your picture.
6. Click FINISH.

To find your scanned item:

1. Go to **My Pictures** and you should see the file saved in this folder.

Activity | Tips | Links | Tutor Demo

The Photoalbum feature in Powerpoint allows you to insert scanned pictures seamlessly into a Powerpoint presentation

OTHER TECHNOLOGIES

Visualisers

A visualiser (also referred to as document camera) is a tool that enables teachers to show any physical object to their students, via a digital projector. The digital video camera is fixed to an arm on a base. The computer and visualiser may be connected to the data projector simultaneously. The teacher chooses which is to be displayed by the press of a button.

The teacher can demonstrate to the whole class at once, something previously only possible on a group or one-to-one basis. Documents such as books, copies, papers, magazines or maps can be placed underneath the visualiser lens so that they can be projected onto a screen. 3D items such as coins, leaves, insects or other artefacts can be displayed to the whole class. Most visualisers have a zoom facility allowing the teacher to display the smallest of details. Any non-digital material can be instantly shared by all.

Unlike the overhead projector, specially prepared transparencies are not required. Visualisers can show documents, books, art work and 3D objects directly. Entire pages can be shown or minute details zoomed into. A still image can be captured of the object and saved in the visualiser. The image quality depends on the camera resolution but is generally very good. Detail zooming gives you great flexibility, and really help push the boundaries of how to use technology in a whole class teaching environment. It opens up many more ways of promoting effective teaching within whole class / group contexts

Visualisers are a simple yet very powerful technology to use in the classroom. They can be used across the entire curriculum, in a number of different ways. It is a simple to use technology that appeals to both teachers and students.

The visualiser is an effective and efficient tool for collecting and collating students' writing and art work for recording and assessment purposes. It is engaging, interactive and simple to use. Time and money is saved in photocopying, access is instant and presentation is in colour.

Why use Visualisers in the Classroom?

- Students' work can be displayed to the rest of the class instantly.
- Artefacts – even the smallest and most fragile - can be viewed by the entire class.
- The visualiser gives access to scarce resources, such as where the school has only one copy of a book or a student brings in a photograph to show the class.
- The teacher may use it to demonstrate the correct way to hold a pen and how to form letters using a joined script.
- Science experiments can be demonstrated to the class as a whole.
- Immediate feedback may be given on written work by projecting and reading it as a written text which then leads to whole class evaluation.
- By using the zoom facility students can see illustrations clearly.

Activity | Tips | Links | Tutor Demo | **Useful Links**

NCTE Advice Sheets:	*http://www.ncte.ie/AdviceSheets/*
What is a visualiser?	*http://www.ncte.ie/media/InTouchJanFeb11.pdf*
Visualisers in the classroom:	*http://www.stjosephsterenure.ie/visualisers.htm*
50 ways to use a visualiser:	*http://www.edtechnetwork.com/document_cameras.html*

Videos on the visualiser in the classroom

Classroom Example:	*http://media.scoilnet.ie/NCTE/CPD/Visualiser_new_book1.wmv*

POCKET VIDEO CAMERA

What is a pocket video camera?

Pocket video cameras are small devices that record at the touch of a button. They have a USB connection built into the camera so require no additional cords or software to work, they simply plug directly into the PC or laptop.

A few suggestions for uses of these video cameras to enhance literacy

- Students create an instructional video showing 'how to' complete a task. This may be used to illustrate procedural writing
- Students can record a task or experiment and use this to illustrate a written report of the event
- Students can record a class event or trip
- Students can dramatise written work, stories or poetry using the flip camera to illustrate the text
- Students can evaluate tasks and experiences
- Students can interview a classmate or an expert on a chosen topic
- Students can explore outside world – record changes in seasons etc
- Students can video what they have been doing and add explanations
- Students can create an ad for a favourite book
- Students can create a storyboard and enact the story using puppets or themselves

Activity | Tips | Links | Tutor Demo | Links

Pocket Video Camera Links

- *Several links to presentations and additional sites relating to pocket video cameras*
  http://www.robinstechtips.com/?p=373
- *Useful overview of flip cameras, their advantages and disadvantages*
  http://cnx.org/content/m32297/latest/
- *Collaborative presentation on how to use flip camera in the classroom*
  http://www.freetech4teachers.com/2010/03/20-ways-to-use-flip-cameras-in.html
- *Useful overview*
  http://www.wbrschools.net/technology/summer2009/Movie%20Making/Using%20FLIP%20Cameras%20in%20Your%20Classroomx.pdf
- *Resource sites for using pocket video cameras*
  http://theteachershub.com/2009/10/5-resource-sites-for-using-flip-cameras/

NOTES

NOTES

National Centre for Technology in Education
Ionad Náisiúnta don Teicneolaíocht san Oideachas

APPENDIX 1

USING A DIGITAL PROJECTOR WITH A LAPTOP

OBJECTIVES

This document aims to enable the participant to:

- Use a digital projector in the classroom.
- Attach a laptop to a digital projector or interactive whiteboard.
- Troubleshoot problems connecting a laptop to a digital projector or interactive whiteboard.

DIGITAL PROJECTORS

WHY USE A DIGITAL PROJECTOR IN THE CLASSROOM

The digital projector is highly effective as a means of instruction or demonstration in classrooms, computer rooms, staff training, or parents' groups. Its many uses include:

- Presenting student work to the whole class.
- Projecting images in conjunction with wireless mouse/keyboard, wireless slate, a visualiser or an interactive whiteboard.
- Displaying and browsing Web sites in a controlled and collaborative manner.
- Demonstrating or using educational software in a whole class context.
- Presenting video to student/parent audiences in conjunction with a TV, video or Internet source.
- Facilitating whole class teaching by display resources and materials to the class.
- Providing multimedia content for students with special needs who can particularly benefit from material being presented visually as it can aid in both information processing and retention.
- Enhancing professional development with staff groups via large screen projection.
- Facilitating video conferencing via large screen group participation.
- Focusing and engaging the students in the content being displayed.

Activity | Tips | Links | Tutor Demo

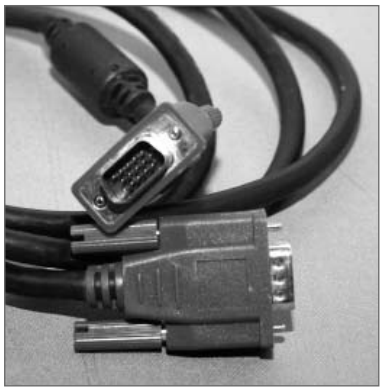
Watch the NCTE video Connecting a Fixed Digital Projector to a Laptop at www.ncte.ie/GoodPractice/Videos. A video Connecting a Portable Digital Projector to a Laptop is also available. Both videos have sub-titled versions.

For more information on digital projectors see the NCTE Advice Sheet at www.ncte.ie/ICTAdviceSupport/AdviceSheets/

For more information on digital projectors see the NCTE Advice Sheet at www.ncte.ie/ICTAdviceSupport/AdviceSheets/

CONNECTING A DIGITAL PROJECTOR TO A LAPTOP

Note: An interactive whiteboard is connected in a similar manner.



Step 1: Connecting the VGA cable to the laptop

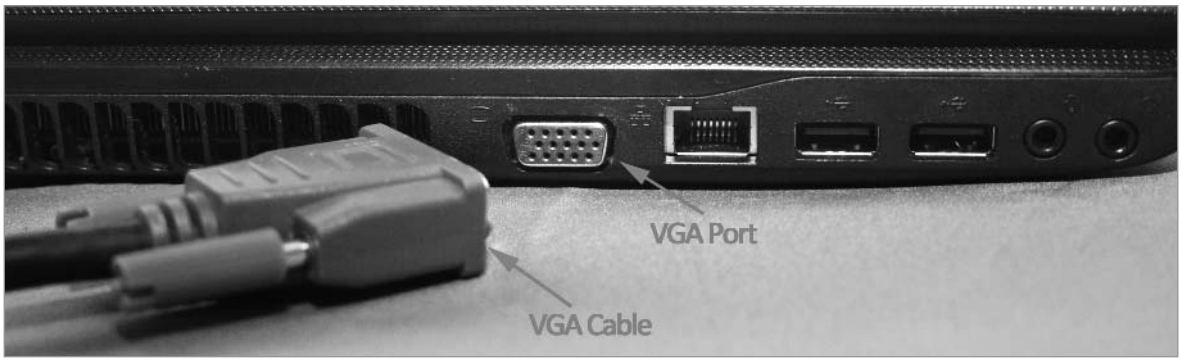
Ensure that the laptop and digital projector are off before commencing.

The VGA cable, pictured here, has 15 pins.

1. Locate the VGA connector / port, on the back of your laptop.
2. Insert the VGA cable into the VGA Connection on the laptop as in the image below.

Note: The wider part of the connection is at the top.

3. Do not exert too much force or you may bend the pins on the connection.
4. Hand-tighten the screws on each side of the connector. A poor connection can result in an intermittent or distorted picture.

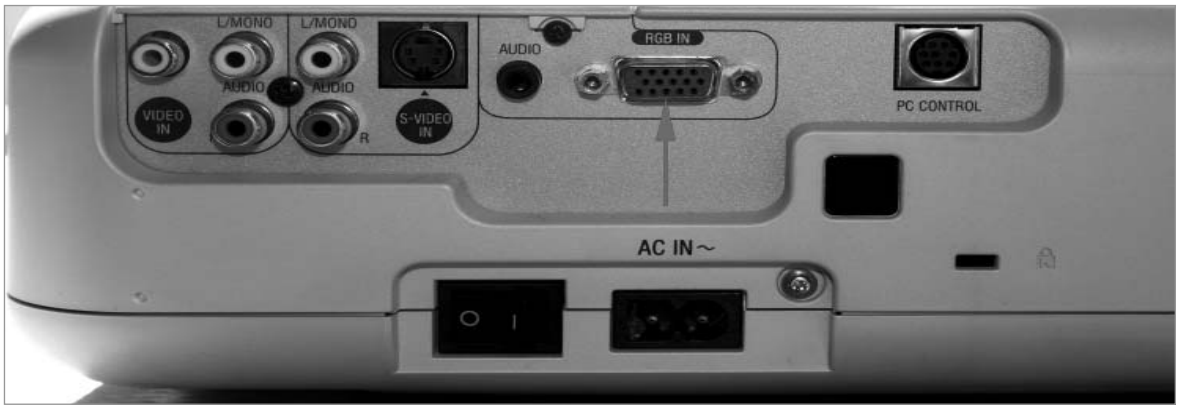


Step 2: Digital Projector VGA connector / port

If your digital projector is already mounted on the ceiling, wall or to an interactive whiteboard you can ignore this step.

If the VGA cable is not already connected to the digital projector then:

1. Locate the VGA connector/port on the back of the Digital Projector.
2. Insert the VGA cable into the computer input e.g. Input 1



Step 3: Establishing a connection

Once the VGA cable is in place you can turn on the digital projector and then the laptop.

1. Turn on the projector.
2. Turn on the laptop.

If you do not have the image of your laptop screen on the digital projector screen when the laptop has booted up then you will need to press the following key combination to activate a connection. You will need to **press and hold down** the Fn (Function) key **while** pressing and holding down the appropriate CRT/LCD function key.

Typically, it is a combination of the Fn key and one of the function keys (F1 through F12) on your keyboard. Depending on your laptop model either, the letters CRT/LCD or an illustration of a monitor and a laptop, will be on the appropriate function key. Moving between two screens like this is known as "to toggle".

Some examples of key combinations:

DELL Fn & F8
IBM Fn &F7
Toshiba Fn +F5

Consult your laptop's documentation for specific information regarding your laptop.

3. **Press and hold** the Fn key.
4. **Press** the CRT/LCD function key.
   - **Release** both keys. (This may make your laptop display go black. You can get your laptop screen back by pressing those keys again.)
   - Most laptops have **three possible display combinations:**
     - o laptop screen only
     - o laptop screen and projector
     - o projector only

You cycle through these by pressing the Fn and the CRT/LCD

until you get to the desired display combination.

Activity | Tips | Links | Tutor Demo

Function Key Combinations

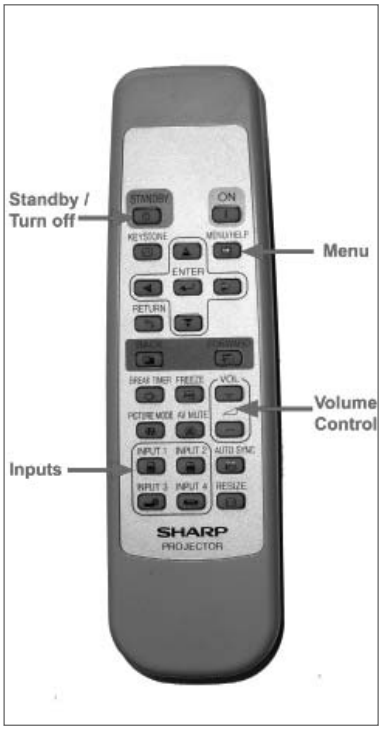
The function key combinations vary by computer manufacturer. Some models have a monitor icon on the key. You may have to consult your user manual or the Internet for the combination on a particular make and model of laptop.
www.aitech.com/support/newlapt.html may be of assistance.

THE REMOTE CONTROL

Most digital projectors come equipped with a remote control. Many of the same functions on the control panel of the digital projector are also on the remote control.

The most commonly used features on the remote are:

- Inputs: Choose the same input that your VGA cable is plugged into in the back of the projector. Input 1 and 2 are usually for connecting to the computer.
- Volume Control lets you adjust the volume on the digital projector. VGA cables transmit video only.
- Standby button when pressed once puts the digital projector into standby mode. Press the standby button again if you wish to turn off the projector.

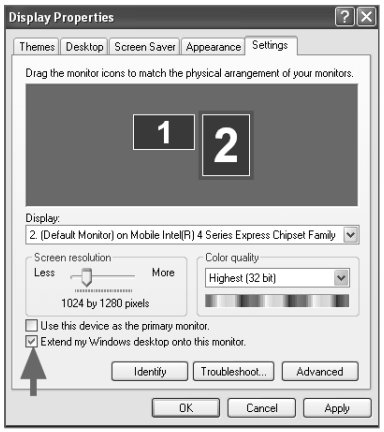


Note: This is the correct way to turn off the projector. The fan continues to run for some time after turning off the projector in this way. The fan continues to run to cool down the bulb. Do not unplug the projector until the fan has stopped.

- Menu allows access to various controls on the projector. Most projectors have an 'eco mode' and a 'bright mode'. Running a projector in 'eco mode' reduces the brightness slightly but it reduces the fan noise and increases the bulb life.

Manually Configure Display

Sometimes it may be necessary to manually configure multiple displays. This will often vary from laptop to laptop, depending on the graphics chip and software installed.



Method 1

a) Navigate to the **Control Panel.**

b) Click on **Display,** and then on **Settings.**
On this screen you should see two numbered boxes, labelled 1 and 2.

d) Clicking "Identify" should flash a number on the screen to indicate which monitor is which.

e) Below this is a slider that sets the resolution and colour depth of the output.

f) Click the monitor (1 or 2) then make changes to the resolution and colour depth.

g) Click on the **Apply** button after changes are made.

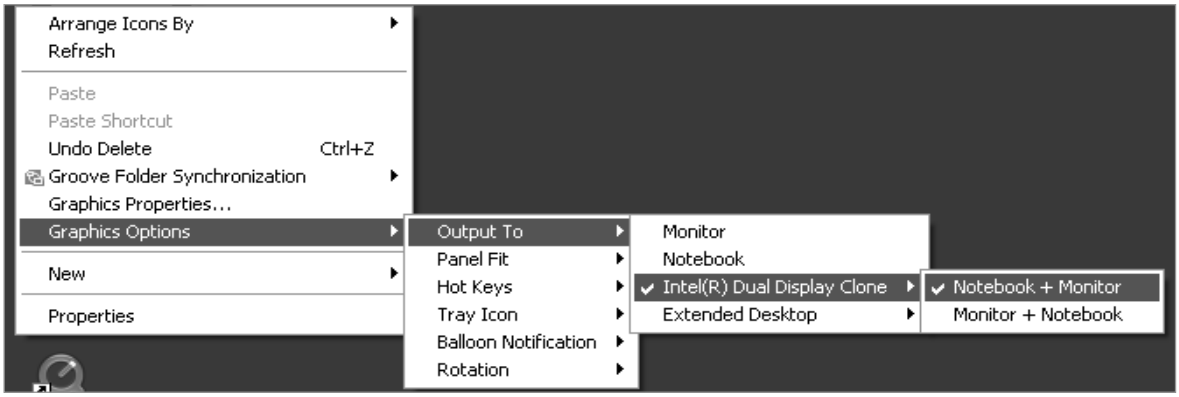
h) On the **Settings** tab, click the monitor icon that represents the monitor you want to use in addition to your primary monitor.

i) Select the **Extend my Windows desktop onto this monitor** check box.

Method 2

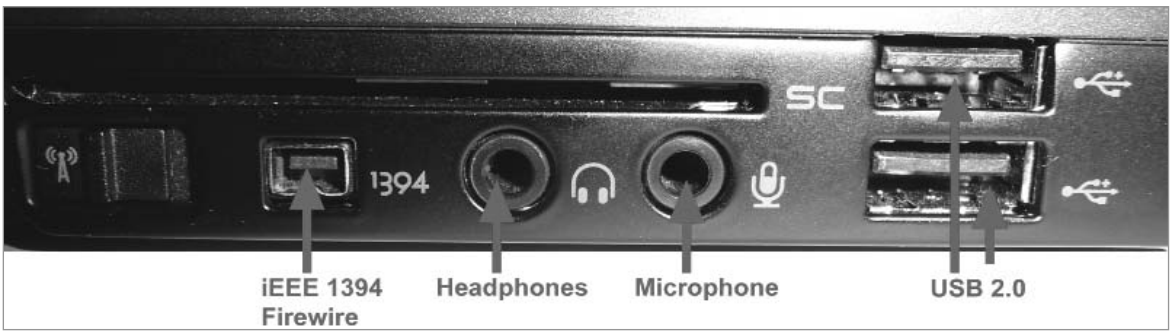
a) Right click on the Desktop.

b) Select Graphics Options > Output To > (see example below). The options will vary from laptop to laptop.



CONNECTIONS ON A LAPTOP

Most laptops have the following connections:



USB 2.0

Most laptops come with three to four USB 2.0 ports. They are the easiest means of connecting a peripheral (mouse, scanner, printer, digital camera) to your laptop. USB ports can also distribute electrical power and charge many peripherals, including mobile phones.

FireWire (IEEE 1394)

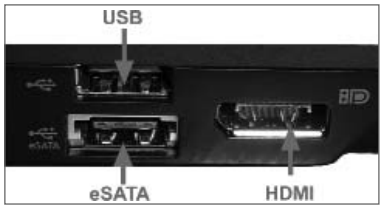
FireWire (IEEE 1394) ports are mostly used to transfer video to and from a video camera or to connect to a hard drive.

Ethernet Port

This port allows you to connect your laptop to a wired computer network (LAN) or Broadband high speed Internet connection via a standard Ethernet network cable.

HDMI Connector

With an HDMI (High Definition Multimedia Interface) port you can connect your laptop to any HD TV or Digital Projector. The HDMI cable will carry both video and audio.



eSATA

Used for attaching an external hard drive, eSATA (external serial ATA) ports are found on a number of business and multimedia laptops. Portable hard drives are most commonly used in the eSATA drive but it may also be used as a USB port.

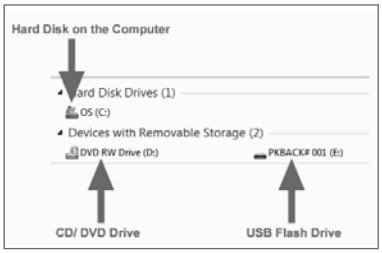
USB Flash Drives

A flash drive may be also called a pen drive, thumb drive, or memory stick. It is a small storage device that can be used to transport files from one computer to another.
Flash drives are popular because they can hold a considerable amount of digital content and are fast, reliable, and portable.

Insert the drive into any USB port on the computer and after a few seconds the computer will detect it.
Usually an AutoPlay dialogue window opens automatically offering you options or various actions you may take with the USB drive.

AutoPlay
PKBACK# 001 (E:)
Always do this for pictures:
Pictures options
Import pictures and videos using Windows
Import pictures and videos using Windows Live Photo Gallery
View pictures using Windows Live Photo Gallery
Add Files using Roxio Creator Data
Copy Disc using Roxio Creator Copy
Copy pictures to your computer and view them
General options
Open folder to view files using Windows Explorer
View more AutoPlay options in Control Panel

The drive may also be opened by going to **My Computer** and clicking on the USB drive.



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Troubleshooting Checklist

If there is no image from the projector:

- *Check that the VGA cable is firmly connected to the digital projector and the laptop*
- *Check that the digital projector is turned on and that the bulb is lighting. You will see light coming from the bulb even if there is no image.*
- *Check that you have chosen the correct input on the digital projector. The inputs / source may be changed by using a remote control or on the control panel.*
- ***Press** and **hold** down the Function Key, **Fn,** and press the **LCD/CRT function key.** Check for an image on the whiteboard. If no image appears repeat the process twice again. This usually cycles you through three video output modes, which are "Video to monitor only", "Video to both monitor and digital projector" and "Video to digital projector only".*

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